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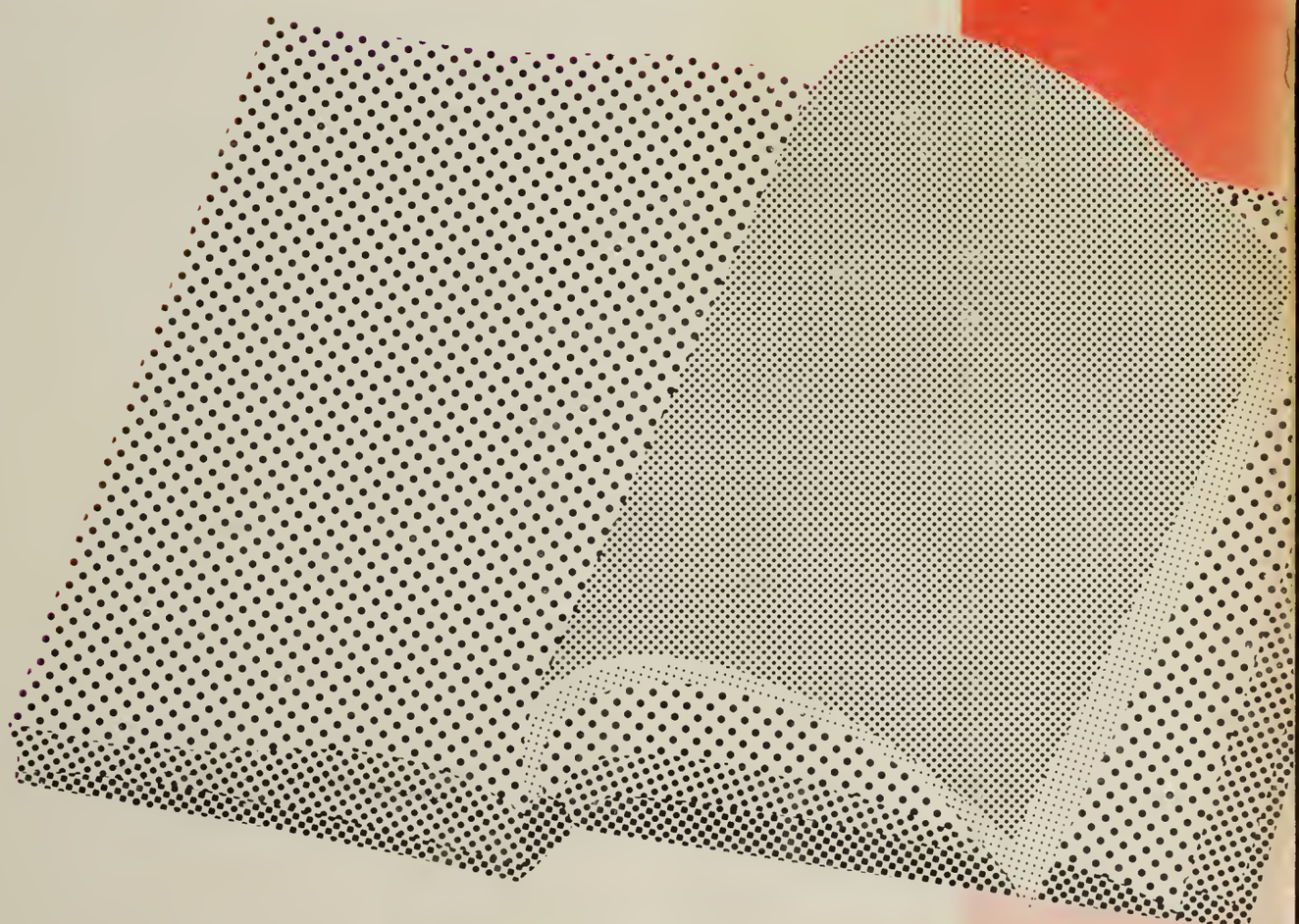
University of Massachusetts at Boston Bulletin

Undergraduate

Catalog



Issued Summer, 1985

Undergraduate Catalog 1985–1987

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The purpose of this publication is to provide information about the University of Massachusetts at Boston to persons who work and study at the University, to persons who may be interested in applying for admission, and to parents, teachers, counselors, and the general public. THIS PUBLICATION IS NEITHER A CONTRACT NOR AN OFFER TO MAKE A CONTRACT. While every effort has been made to insure the accuracy of the information in this publication, the University reserves the right to make changes at any time with respect to course offerings, degree requirements, services provided, or any other subject addressed in this publication. The information in this publication is provided solely for the convenience of the reader, and the University expressly disclaims any liability which may otherwise be incurred.

The University of Massachusetts at Boston is an affirmative action/equal opportunity employer and prohibits discrimination on the basis of race, color, sex, age, religion, national origin, handicap condition, or veteran status in its employment, in the recruitment, admission, and treatment of students, and in its policies and programs, as required by Federal and State laws and regulations. Inquiries concerning these laws and regulations should be addressed to the Director of Affirmative Action, Administration Building, Harbor Campus, University of Massachusetts at Boston.

The University of Massachusetts at Boston is accredited by the New England Association of Schools and Colleges, which accredits schools and colleges in the six New England states. Membership in the Association indicates that the institution has been carefully evaluated and found to meet standards agreed upon by qualified educators.

An Introduction to UMass/Boston

The University

The University of Massachusetts at Boston is a public university, established in 1964 to serve the people of Eastern Massachusetts by providing opportunities for post-secondary education of high quality to students of all cultural and economic backgrounds. The University's faculty is distinguished both for achievement in scholarship and research and for dedication to teaching. Its student body is as diverse and vital as metropolitan Boston itself. UMass/Boston holds to the academic standards of the three-campus University of Massachusetts system, of which it is part. It is no less committed to adapting its programs to the particular needs and circumstances of its urban constituency.

Three separate colleges grant Bachelor's degrees at the University, as do three professional programs. The College of Arts and Sciences offers students sound training in the liberal arts and prepares them for careers in such fields as law, medicine, and scientific research. The College of Management offers academic preparation for professional, managerial careers in commerce, industry, government agencies, and other institutions. The College of Public and Community Service prepares students—particularly experienced, older students—for careers in the social services. The Institute for Learning and Teaching offers programs in early childhood, elementary, and secondary education. The curriculum of the School of Nursing leads to the BS degree and entry into professional practice. The Program in Physical Education and Fitness offers specializations for students with a wide range of interests.

Despite differences in perspective, the educational programs of all these elements of the University are similar in principles and requirements. All UMass/Boston undergraduates must achieve competence in expository writing and critical thinking. All become familiar with traditional academic disciplines and explore ways of applying those disciplines to their own lives and to the world at large. All prepare themselves, through intensive study in particular fields of learning, for careers or for graduate education.

The University itself conducts more than twenty graduate programs—programs in the central liberal arts disciplines, in business administration, in education, and in such new or developing areas of study as computer science, human services, and environmental sciences. Further information about these programs may be found in the University's *Graduate Studies Bulletin.*

UMass/Boston could neither grow as a university center nor sustain the excellence of its undergraduate programs without relying on the energy, commitment, and intellectual strength of a superior faculty. While the lists of faculty members and their credentials in this catalog show the distinction of the teaching staff's academic training, these lists can only suggest the staff's deep involvement in research and scholarship, the extent of its expertise, and the care and innovation it brings to the development of the curriculum.

Program and course descriptions offer a fuller sense of the University's resources. Undergraduates at UMass/Boston can choose from more than ninety areas of study, ranging from accounting to ancient Greek, computer science to creative writing, gerontology to women's studies. There are such traditional disciplines as English, history, mathematics, and physics. There are programs that examine single areas from the perspectives of a variety of disciplines—such programs as those in biobehavioral studies, Latin American studies, law and justice, and the study of religion. Some programs, such as those in community planning and housing, human resources management, dance, and premedical studies, offer specific preparation for advanced professional training or careers.

At a fine university, scholarship and research are respected, and so is the art of teaching. UMass/Boston's faculty members are committed and accomplished teachers: students and their instructors meet in an atmosphere of academic friendship and concern for individual progress. The University's educational programs invite students to join in the excitement of intellectual exploration and to achieve the satisfactions of personal and professional growth. Academic work at UMass/Boston is demanding—and rewarding.

An Accessible University

The University believes that a good education should be available to anyone who has the desire and potential for academic achievement. The cost of attending UMass/Boston is moderate, and the University makes every effort, through financial aid and part-time employment programs, to bring its offerings within reach of students in need. Most UMass/Boston students must schedule their course work with diverse responsibilities in mind—some students study, hold jobs, and raise families all at once. The University therefore conducts classes between 8:00 am and 10:00 pm, and makes no distinction between daytime and evening ("Extended Day") courses: the same faculty teaches both. The University also enables degree-seeking students to carry part-time course loads and to switch easily between full- and part-time study. The Off-Campus Program of the Division of Continuing Education extends classes outward into the community by offering courses at a variety of off-campus sites in Boston and the suburbs.

Students need not pursue degrees to take advantage of UMass/Boston's offerings. Special Students can enroll in individual courses or earn Certificates in a number of fields by completing one- or two-year sequences of course work. High school students can sample university life by taking introductory courses at UMass/Boston through the Flexible Campus Program.

Many UMass/Boston students are women with families, jobs, or both. The University operates a fully certified Child Development Center, with separate toddler and preschool programs, to aid mothers (and fathers) in caring for young children while they attend classes. Because many students, particularly women, come to UMass/Boston after interrupting their education, the University conducts special programs for returning students. Women who seek help in adjusting to the new demands of college can also find experienced counselors in other offices, as well as peer support groups in which to participate.

Many UMass/Boston students are veterans. The University has a special Office of Veterans' Affairs to provide them with academic counseling and to work for them in obtaining benefits to help pay for their schooling.

For those students of real but unchallenged ability who have been inadequately prepared for college work, and for others who have been away from school long enough to need help in adapting themselves again to academic life, the University offers a battery of services, ranging from intensive pre-freshman instructional programs to readily available tutoring for most courses.

The University

Informational admissions seminars are offered weekly at the University, and the Office of Admissions regularly sends staff members throughout metropolitan Boston to discuss educational opportunities with parents and students. The Admissions Office has developed flexible and convenient admissions procedures, and provides thoughtful counseling, useful information, and prompt admissions decisions to all students interested in attending the University.

Because Boston has a truly international population, the University conducts a program in English as a Second Language to help those who are native speakers of such languages as Spanish, Greek, Chinese, Portuguese, French, German, Japanese, Vietnamese, and the languages of Africa to progress smoothly through the coursework of an American university. The University employs a special counselor to serve Spanish-speaking students, as well as a Foreign Student Advisor to serve all foreign students on student visas.

The University believes that a physical and learning handicap should not be a barrier to learning. It operates a Disabled Student Center to advise and assist physically and learning disabled students. The Center provides reading and instructional services in Braille and sign language, and makes available a variety of study aids, including a Braille library, Braille writers and slates, cassette recorders, an Optacon, and a Kurzweil Reading Machine. University buildings have all been recently built or remodelled and are accessible to people who use wheelchairs.

UMass/Boston is a commuter school. Free shuttle buses run between the JFK/UMass MBTA station and the Harbor Campus, and between the Harbor Campus and the Downtown Center in Park Square. Parking space for more than 2,000 cars is available at the Harbor Campus in underground garages and outdoor lots.

A University with Impressive Facilities

UMass/Boston occupies two campuses. The College of Public and Community Service remains at the University's Park Square campus at Arlington and Stuart streets in the heart of the city. The College of Arts and Sciences, the College of Management, most Institute for Learning and Teaching programs, the School of Nursing, and the Program in Physical Education and Fitness are housed at the Harbor Campus, which offers fine facilities for learning and relaxation in a handsome array of buildings on a peninsula three miles south of downtown Boston.

The University's Joseph P. Healey Library at the Harbor Campus houses nearly 400,000 carefully selected volumes and currently receives more than 3,000 domestic and foreign newspapers and journals. It also maintains a collection of government documents and special collections in the fine arts, music, and the sciences. A small collection, designed specifically for students and faculty at the College of Public and Community Service, is located on the mezzanine of the Downtown Center. These resources support UMass/Boston's programs at every level. Students, faculty, and staff also benefit from the University's membership in the Greater Boston Consortium of Academic and Research Libraries.

The Healey Library is centrally located on the Harbor Campus plaza and is easily accessible from the enclosed walkway which connects all campus buildings. Its physical arrangements include comfortable study environments of several descriptions: carrels, tables, and small rooms in which groups of students may study together. Paintings, drawings, books and manuscripts of historical interest, and examples of the printer's art are on display in exhibition areas. The Healey Library's public catalog contains a record of every book, journal, government document, and audio tape in the University's collections.

The John F. Kennedy Presidential Library, a public institution established to preserve and make available the documents and memorabilia of President Kennedy and his contemporaries in politics and government, stands on the coastal edge of the Harbor Campus. The Library building, designed by I. M. Pei, has already become a Boston landmark. The JFK Library shares its impressive archival resources with UMass/Boston students and their instructors through a series of educational programs. A second neighboring resource providing an equally impressive range of research opportunities will be the archives of the Commonwealth of Massachusetts, to be housed near the University in a structure that was nearing completion as this catalog went to press.

The finest in research equipment is available to students at the University. The science departments, for example, maintain both teaching laboratories and research laboratories in which students can join with faculty in pursuing full-scale research projects. Biology students can make use of such facilities as electron microscopes and the University's tropical greenhouses and can work at several field stations. Physics students can study in the University's magnetics laboratory or explore the heavens through a telescope housed in an observatory atop the Healey Library. And UMass/Boston students have access to an excellent computer system.

The Catherine Forbes Clark Athletic and Recreation Center—which is open to the public as well as to UMass/Boston students, faculty, and staff— provides a large gymnasium which can accommodate 3,500 spectators for such events as basketball games, a hockey rink with seats for 1,000, and a swimming and diving pool fully equipped for intercollegiate competition. Special gymnasia and equipment are available for dance, gymnastics, boxing, wrestling, martial arts, weight training, and therapeutic exercise. The Harbor Campus is ringed by playing fields, tennis courts, and an eight-lane, 400-meter running track. The University also maintains a fleet of fifteen sailboats and eight rowing dories.

The University

A University for Students

UMass/Boston has a student newspaper, *The Mass Media,* and a student magazine, *Howth Castle.* Students work in a typesetting and composition service, HarborType, at the campus radio station, WUMB-AM/cc, and at the University-owned FM station, WUMB-FM, broadcasting to Boston and the South Shore. The Harbor Art Gallery is student-operated. Movies, concerts, and other cultural events are presented free or at minimal cost by student organizations. (INFO, a one-stop communications network and information referral service, keeps the University community abreast of such events.)

More than seventy student organizations are officially recognized by the Student Activities Office. The Office's professional staff administers a more than half a million-dollar trust fund for student activities following the recommendations of the Student Senate. Students also share responsibility for the well-being of the University as a whole, serving in the University-wide Student Senate, and in governance bodies at individual Colleges.

UMass/Boston students can extend their educational experiences beyond the campus in many ways. Students in the College of Public and Community Service pursue field-based learning as part of the College's curriculum; students in the other colleges often participate in Cooperative Education or internship programs. Farther afield are the University's programs in human and natural history on Nantucket Island. UMass/Boston students can earn credit for study at more than fifty American universities under the National Student Exchange Program. Students who wish to explore other countries and cultures may do so through an extraordinarily wide range of programs for overseas study. The University of Massachusetts has established exchange agreements with more than twenty foreign universities; UMass/Boston's membership in the International Student Exchange Program adds more than fifty schools to this number.

The University operates a well-staffed Health Service, supported by student fees, which responds to emergencies, supplies care for students with minor medical difficulties, and provides a referral service for students with more extreme problems. The Health Service reviews reports of physical examinations and the medical histories of all entering students to make the University aware of medical problems bearing on their academic programs or athletic activities. (All health records are kept confidential.) Low-cost health insurance is available for medical services not offered on campus.

Students at UMass/Boston can make use of a variety of counseling services. Advisors are ready to help with legal and psychological problems, career planning and job seeking, and problems of particular concern to freshmen, returning students, students considering graduate education, disabled students, and Hispanic students, among others. A Campus Ministry offers regular religious services and an active chaplaincy for members of the Catholic, Jewish, and Protestant faiths.

A University Serving its Community

The research of UMass/Boston's faculty contributes significantly to the well-being of metropolitan Boston. Some faculty members explore questions of immediate relevance to urban policy and action, undertaking studies of such problems as arson, the health needs of Boston's black citizens, the effects of social and economic conditions on the mental health of families, and the energy needs of the elderly. The research of others—into the history of Boston's neighborhoods, labor conditions, and family violence in 19th century Boston, for example—also promises to lead to wiser responses to the problems of the city and its environment.

The University's John W McCormack Institute of Public Affairs works to promote informed decision-making and to encourage active participation in governmental affairs through both applied research and civic education programs. The Institute sponsors events that bring members of the academic community together with government leaders, conducts widely recognized opinion polls, and issues reports on such matters of concern as the fiscal situation of the City of Boston. Under the sponsorship of the McCormack Institute, the Boston Urban Observatory advises Boston city officials on varied matters of public policy, such as efforts to upgrade public housing developments and improve fair housing programs. The Institute also provides administrative and faculty support for the University's Master of Science Program in Public Affairs.

The University's Center for Survey Research, co-sponsored by the Joint Center for Urban Studies of MIT and Harvard, plays a major role in the study of regional policy issues. In recent years, this Center's reports on race relations in Boston, drunk driving laws, and toxic waste disposal, have informed public debate in Massachusetts and other states.

The Institute for Learning and Teaching works with UMass/Boston faculty and with urban public school teachers, administrators, and parents to improve the quality of elementary, secondary, and post-secondary education in the metropolitan area. The Institute's activities range from tutorial services for students to in-service courses and consultation sessions for practicing teachers, and include research into curriculum and the coordination and brokering of resources within and outside the University.

Other members of the metropolitan Boston community are served by a wide range of non-credit courses offered by the Division of Continuing Education in such areas as adolescent counseling, alcoholism treatment services, information technology, and others. The Division also serves the community through the activities of its Office of Educational Telecommunications.

Among other projects connecting the University with its community are conferences, studies, and education programs addressing the concerns of the aging, sponsored by the Gerontology Institute, based in the College of Public and Community Service; lectures, research, and public policy forums under the auspices of the Black Studies Department's Institute for the Study of Black Culture; and research conducted by the Environmental Sciences PhD Program, which has taken a leading role in working with both government and private industry toward the improvement of water quality in Boston Harbor.

Research leads to service, and metropolitan Boston benefits from service based on the sophisticated research of trained scholars. A faculty involved in research and service involves its students too, readying them for the responsibilities of active citizenship.

UMass/Boston is also growing as a cultural center, not only for its students, but also for its surrounding neighborhood and beyond. Lectures, concerts, theatrical presentations, and special festivals regularly bring residents of greater Boston to the University, and UMass/Boston students and faculty members are deeply engaged—as writers, painters, sculptors, actors, dancers, and musicians—in the artistic life of the city.

The University of Massachusetts at Boston is committed to the ideals of public higher education. Through an excellent faculty, innovative programs, and fine new facilities, UMass/Boston offers its community a multitude of educational opportunities of high quality at moderate cost, and brings the benefits of a major public university to the people of metropolitan Boston and the Commonwealth.

Academic Calendar, 1985–1987

Fall Semester 1985

Add/Drop Day	August 29 (Th)
Labor Day (Holiday)	September 2 (M)
Classes Begin	September 3 (Tu)
Add/Drop Ends	September 13 (F)
Columbus Day (Holiday)	October 14 (M)
Mid Semester	October 22 (Tu)
Pass/Fail Deadline	November 5 (Tu)
Course Withdrawal Deadline	November 5 (Tu)
Veterans' Day (Holiday)	November 11 (M)
Thanksgiving Recess	November 28-December 1 (Th-Sun)
Classes Resume	December 2 (M)
Registration, Spring '86	December 2-6 (M-F)
Classes End	December 11 (W)
Reading Period	December 12-15 (Th-Sun)
Final Exams	December 16-20 (M-F)
Emergency Snow Day	December 23 (M)

Spring Semester 1986

Add/Drop Day	January 23 (Th)
Add/Drop Snow Day	January 24 (F)
Classes Begin	January 27 (M)
Add/Drop Ends	February 7 (F)
Washington's Birthday Observed (Holiday)	February 17 (M)
Evacuation Day	March 17 (M)
Spring Vacation	March 22-30 (Sat-Sun)
Mid Semester	March 27 (Th)
Classes Resume	March 31 (M)
Pass/Fail Deadline	April 10 (Th)
Course Withdrawal Deadline	April 10 (Th)
Patriots' Day (Holiday)	April 21 (M)
Registration, Fall '86	May 5-9 (M-F)
Classes End	May 14 (W)
Reading Period	May 15-18 (Th-Sun)
Final Exams	May 19-23 (M-F)
Commencement	June 1 (Sun)

Fall Semester 1986

Add/Drop Day	August 28 (Th)
Labor Day (Holiday)	September 1 (M)
Classes Begin	September 2 (Tu)
Add/Drop Ends	September 12 (F)
Columbus Day (Holiday)	October 13 (M)
Mid Semester	October 21 (Tu)
Pass/Fail Deadline	November 4 (Tu)
Course Withdrawal Deadline	November 4 (Tu)
Veterans' Day (Holiday)	November 11 (Tu)
Thanksgiving Recess	November 27- 30 (Th-Sun)
Registration, Spring '87	December 1-5 (M-F)
Classes Resume	December 1 (M)
Classes End	December 12 (F)
Reading Period	December 13-16 (Sat-Tu)
Final Exams	December 17-23 (W-Tu)
Emergency Snow Day	December 24 (W)

Spring Semester, 1987

Add/Drop Day	January 22 (Th)
Add/Drop Snow Day	January 23 (F)
Classes Begin	January 26 (M)
Add/Drop Ends	February 3 (Tu)
Washington's Birthday Observed (Holiday)	February 16 (M)
Evacuation Day (Holiday)	March 17 (Tu)
Mid Semester	March 20 (F)
Spring Vacation	March 21-29 (Sat-Sun)
Classes Resume	March 30 (M)
Pass/Fail Deadline	April 9 (Th)
Course Withdrawal Deadline	April 9 (Th)
Patriots' Day (Holiday)	April 20 (M)
Registration, Fall '87	May 4-May 8 (M-F)
Classes End	May 13 (W)
Reading Period	May 14-17 (Th-Sun)
Final Exams	May 18-22 (M-F)
Commencement	May 31 (Sun)

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Admissions

Admission to the University

The University of Massachusetts at Boston accepts students as freshmen, as transfer students, and as graduate students. Every interested person is encouraged to apply for admission, and all applications will be considered on their own merits. Most undergraduates enter the University directly from high schools or transfer to the University from colleges or other universities; and most submit such evidence as test scores and transcripts in support of their applications. But many students are admitted to UMass/Boston, and do well, without standard preparation. Letters of recommendation, personal statements, and other evidence of motivation and ability can indicate an applicant's readiness for college-level work. To be an older person, or to have been out of school for several years, do not disqualify anyone from admission to UMass/Boston.

The University offers undergraduate degree programs through the College of Arts and Sciences, the College of Management, the College of Public and Community Service, the Institute for Learning and Teaching, the School of Nursing, and the Program in Physical Education and Fitness. Interested students should consult the appropriate sections of this catalog for particular information about these elements of the University. Information about graduate programs may be found in the University's *Graduate Studies Bulletin.*

The University complies with the admissions standards outlined in the *Board of Regents Admissions Standards* policy. This policy stipulates that state universities and colleges must consider, when evaluating a candidate for admission, the combined use of weighted class rank and SAT's under an eligibility index, and the distribution of academic unit requirements. (See following section.)

Deadline dates for receipt of application materials are July 1, for the fall semester, and December 1, for the spring semester. Deadline dates for receipt of *foreign student* application materials are June 1, for the fall semester, and November 1, for the spring semester.

Applications for admission and other informative material may be obtained from the Office of New Student Information, University of Massachusetts at Boston, Harbor Campus, Boston, Massachusetts 02125-3393. Prospective applicants are warmly encouraged to visit the campus, sit in classes, chat with students or faculty, tour the Healey Library and other campus buildings and, if they wish, meet with an admissions counselor. Visits to the campus should be arranged through the Admissions Office (telephone: 929-8000).

Admission to Undergraduate Programs

Applicants for freshman status have usually taken the standard college preparatory program in high school: four years of English, three years of college preparatory mathematics, two years of social science (one being U.S. History) two years of a foreign language, and two science courses involving laboratory work, plus three electives in the above academic areas or in computer science, humanities, or the arts. High school students should take the Scholastic Aptitude Test (SAT) as early as possible in their senior year. Older students who have been out of school for three or more years need not submit SAT scores. Applicants for admission to the College of Public and Community Service are not required to take the test, although they may include test scores in their applications if they have them.

Transfer applicants should have *official* copies of transcripts for all courses completed at other colleges and universities sent *directly* from the registrar's offices at these institutions to the UMass/Boston Admissions Office. The University is a member of the Massachusetts Transfer Compact, which facilitates admission for graduates of public two-year colleges in the state. For additional information, contact the Admissions Office.

Older students are encouraged to apply. SAT test scores are not required from applicants who have been out of school for at least three years. An applicant who has been out of school for five to ten years may be required to submit a detailed personal statement. Any applicant who has been out of school for ten or more years must submit a detailed personal statement. A personal statement form will be sent to the applicant after his or her application form has been received by the Admissions Office. For applicants who have been out of school for ten or more years, submission of a high school record may be waived, with the permission of the Admissions Office.

Students without customary preparation in high school are eligible to apply to the Developmental Studies Program, which provides pre-freshman training, personal counseling, academic advising and career planning to overcome any disadvantage they might have in relation to other students and to assist them to become self-directed learners. An applicant to the Developmental Studies Program must submit the following materials with his or her completed application form:

- Transcripts from any high school or college attended, or a General Equivalency Diploma.
- Scores on Scholastic Aptitude or other tests, if any.

After an application with these materials is submitted, the admissions counselor may schedule an interview with the applicant to determine the applicant's interest, motivation and potential for study and the suitability of the Developmental Studies Program for making up his or her academic deficiencies.

Applicants to the Developmental Studies Program may also be requested by the Admissions Office to submit the following documents in order to complete their applications:

- A letter of recommendation.
- A writing sample.
- The Michigan Test.
- A Math Placement Test.

Foreign students must meet the regular admission requirements of the University and must also meet the requirements listed below:

- A completed application, together with the non-refundable application fee of $40 (in U.S. currency) should be received at least six months before the date on which the student wishes to begin school to allow for sufficient time to process the application.
- Transcripts and other certified copies of academic records must be sent to the Admissions Office with English translations validated by an official public translator.

Admission to Undergraduate Programs

- Persons whose native language is not English must establish proficiency in English by achieving a minimum score of 500 on the Test of English as a Foreign Language (TOEFL). For information, write to: The TOEFL Program, Box 899, Princeton, New Jersey 08540, USA.
- A Declaration and Certification of Finances must be completed, with a letter of support from the student's sponsor and a bank, based on an estimate of institutional costs and living expenses. Accurate answers to all questions on the form must show that the total funds available to the student to cover his or her full period of study are at least equal to the total estimates of institutional costs and living expenses. Note: each foreign student must pay the non-resident tuition rate for his or her full period of study.

A Certificate of Eligibility (form I-20A), based on Department of Immigration procedures for checking the student's financial resources, is issued by the University to the student after the student has been officially admitted by the University.

Note: The University provides foreign students with information about immigration regulations as well as counseling in other matters. For further information, contact the UMass/Boston Office of International Exchange.

Applicants to the College of Public and Community Service and the School of Nursing should refer for further information to the sections of this catalog that describe the College or the School in detail.

A completed admissions application with all supporting credentials must be on file with the Admissions Office before a final decision regarding acceptance can be made. The application must include the following:

- The admissions application form, which must be completed and notarized.
- Applicants must sign and date the form certifying that the information provided is complete and accurate.
- Applicants with permanent alien residence status must attach a xeroxed copy of their alien resident card (front and back) to the application.
- A $10 non-refundable application fee ($40 for non-Massachusetts residents) accompanying the application form.
- Official transcripts, forwarded to the Admissions Office by high school guidance offices or the registrars of all college-level institutions attended. (Older students who have been out of school for ten years or more may have submission of their high school transcripts waived, with the permission of the Admissions Office.)
- Scholastic Aptitude Test (or American College Test) scores must be submitted by applicants to the College of Arts and Sciences, the College of Management, the Institute for Learning and Teaching, the School of Nursing, and the Physical Education and Fitness Program unless the applicants have earned more than 20 college semester credits. Persons who have been out of school for more than three years may have this requirement waived.

  In accordance with provisions of the General Laws of Massachusetts, University policy permits residents of Massachusetts who have been diagnosed as developmentally disabled (including those with specific language disabilities, such as dyslexia, but not including those whose sole disability is blindness) to request a waiver of the requirement to submit SAT or ACT scores. To qualify for a waiver, an applicant must submit documentation validating his or her disability. The University may require an alternative mode of assessment in lieu of the standardized test score. For further information, contact the Admissions Office.

  Applicants to the College of Public and Community Service are not required to take SAT or ACT tests, although they may include test scores with their applications if they have them.

  It is, in all cases, the applicant's responsibility to make the arrangements to take the appropriate test and to have the results forwarded to the University Admissions Office. Information on test requirements and schedules for test-taking may be obtained from high school counseling offices or the Educational Testing Service, Princeton, NJ. The University's College Entrance Examination Board number is 3924.
- Applicants to the College of Public and Community Service are required to attend an Admissions Seminar, and should do so before submitting an application for admission. These seminars are held twice weekly on Tuesdays at the College, 100 Arlington Street, at 9:00-10:00 am and 6:00-7:00 pm.

Qualified candidates will be admitted on a "rolling admission" basis until the capacity of individual programs has been reached. Applicants for freshman status are advised to submit complete credentials as soon as possible after the first marking period of their senior year.

An applicant is generally notified by letter of the action taken on his or her application three weeks from the receipt of all credentials and application materials. The University also provides a method for applicants to receive an on-the-spot decision regarding admissions. The Personalized Admissions Service (PAS) is available at two specific times during the year usually preceding the final deadline dates for admission. Applicants must submit the same credentials as outlined above, but by presenting their completed credentials to an admissions counselor they can receive an admissions decision immediately.

Degree-seeking students must first submit applications for admission to the Admissions Office and be admitted before being classified as degree-seeking.

A degree-seeking student may switch between full-time status (twelve credits or more per semester) and part-time status (less than twelve) without difficulty. Degree-seeking students may attend classes either during the day or in the evening.

Degree-seeking students may not switch to Special Student status until they have graduated.

Special Students are students who enroll in courses on a space-available basis without applying for admission to the University. Registration as a Special Student in no way implies future admission as a degree-seeking student.

Credit earned as a Special Student will not be counted toward a degree at UMass/Boston unless the student subsequently applies for regular admission and is accepted as a degree-seeking undergraduate. No more than 16 credits earned as a Special Student may be counted toward a degree. The appropriate academic dean must approve the acceptance of credit earned by a Special Student. If a Special Student wishes to become a degree-seeking student, an appropriate application must be filed in the Admissions Office.

Special Students register for courses through the Office of Registration and Records. They may take all courses in which space is available and for which they meet the prerequisites. They may carry full- or part-time course loads.

Admission to Undergraduate Programs

A foreign student on a student visa is not permitted to register as a Special Student. Immigration regulations prohibit such status.

Interchange with the University of Massachusetts at Amherst for Boston Students

UMass/Boston students who wish to study at UMass/Amherst may do so as either permanent or temporary interchange students. Permanent interchange students transfer to the Amherst campus, remain, and earn their degrees from UMass/Amherst. They meet UMass/Amherst admission, transfer credit, and graduation requirements, and apply for financial aid through the UMass/Amherst Financial Aid Office. Temporary interchange students from UMass/Boston attend UMass/Amherst for one or two semesters, applying UMass/Amherst credits to UMass/Boston degree requirements. These students should receive all appropriate approvals from their departments and colleges regarding the applicability of UMass/Amherst courses to UMass/Boston degree requirements prior to registration at Amherst. Temporary interchange students receiving financial aid work through the Office of Student Financial Management at the Boston campus. Special UMass/Amherst interchange application forms are available at the UMass/Boston Office of Registration and Records.

Interchange with the University of Massachusetts at Boston for Amherst Students

UMass/Amherst students who wish to enroll at UMass/Boston may do so either as permanent or temporary interchange students. Permanent interchange students transfer to the Boston campus, remain, and earn their degrees from UMass/Boston. They meet UMass/Boston admission, transfer credit, and graduation requirements, and apply for financial aid through the UMass/Boston Office of Student Financial Management. Temporary interchange students from UMass/Amherst attend UMass/Boston for one or two semesters, applying UMass/Boston credits to UMass/Amherst degree requirements. Prior to registration, temporary interchange students should receive all appropriate UMass/Amherst approvals regarding the applicability of UMass/Boston courses to UMass/ Amherst degree requirements. Temporary interchange students receiving financial aid work through the financial aid office at the Amherst campus. Special UMass/Boston interchange application forms are available at the UMass/Amherst Admissions Office.

New England Regional Student Program

UMass/Boston participates in the New England Regional Student Program (RSP), which enables New England residents to enroll at reduced tuition rates in out-of-state public colleges and universities in the New England Region. These reduced rates apply to degree programs that are not available in the student's own state public institutions. For further information, contact the UMass/Boston Admissions Office.

Summer Sessions

UMass/Boston students may earn credit toward their degrees by taking courses offered by the University during the summer. The variety is wide, and course offerings are chosen with the needs of students in mind. For further information, see the "Continuing Education and Summer Sessions" section of this catalog, or contact the Summer Sessions Office.

Tuition, Fees, and Payments

Tuition and Fees, 1985–1986

Important Reminders

Students are not considered registered unless their bills have been paid in full. No time or deferred payments are allowed by the University.

The financial requirements of the University, changing costs, state and legislative action, and other circumstances may require adjustments in the tuition and fees stated or estimated below. The University reserves the right to make such adjustments in these charges as may from time to time be required by the Board of Regents or the Board of Trustees. Students acknowledge this reservation by submitting applications for admission or by registering for classes.

Tuition and application fees are charged at different rates for residents and non-residents of Massachusetts. Prospective students should be sure to refer to the information under "Residence Status" at the end of this section of the catalog.

Initial Expenses

Application Fee

Each application for admission to the University from a student seeking a degree must be accompanied by a *non-refundable* application fee payment of $10.00 for "qualified" Massachusetts residents; $40.00 for non-residents. Checks should be made payable to *The University of Massachusetts at Boston,* and sent to the Admissions Office along with completed application forms.

Tuition and Fees, Initial Semester

Fall, 1985, tuition and fees for undergraduate degree-seeking students newly admitted to the University and registered for 12 or more credits total $1,019.00 for residents of Massachusetts, $2,531.00 for non-residents. These totals include all fees that are mandatory or optional for first-semester degree-seeking students.

Undergraduate Tuition per Semester	per credit	12 or more credits (max.)
Residents	$54.00	$648.00
Non-residents	$180.00	$2,160.00
Mandatory Fees per Semester	1-6 credits	7 or more credits
Student Activities	$15.00	$30.00
Health Service	$24.00	$48.00
Athletics	$15.00	$30.00
Identification Card*	$2.00	$2.00
Mandatory Fees Charged Once Only**		
Orientation	$25.00	$25.00
Recreation	$30.00	$30.00
Commencement	$30.00	$30.00
Yearbook	$20.00	$20.00
Optional Fees	1-6 credits	7 or more credits
Medical Insurance*	$150.00	$150.00
Mass PIRG (per Semester)	$2.00	$2.00
Voluntary Student Aid Fee	$4.00	$4.00

*Charged one (1) semester per year.
**Charged only to degree-seeking students (once per degree program).

Note: Non-Matriculated (Special) Students pay as they register. They are not billed for the optional Mass PIRG and Medical Insurance fees, but may elect to pay these fees at the time of registration. Non-Matriculated (Special) Students are not charged the one-time Orientation, Commencement, and Recreation Fees, but are charged a one-time registration fee of $10.00.

Payment Information

Tuition and Fees

Explanation of Charges

The Board of Regents and the Board of Trustees determine all charges.

Tuition (in-state rate)

As a state institution, the University of Massachusetts at Boston offers a low rate of tuition to all students entering from the Commonwealth. Eligibility for admission under the low residential rate is determined according to a policy established by the Board of Trustees and detailed under "Residency Status" at the end of this section of the catalog.

Mandatory Fees

The *Student Activities Fee* is used to support programs and activities beneficial to students, such as recognized student organizations and the University Cultural Events Committee. The *Health Fee* supports the University Health Service and its programs. The *Athletics Fee* supports the University Athletics Program. The *Identification Card Fee* is used to support the cost of making identification cards (with photographs); all continuing students are charged this fee each fall, and all new or re-entering students are charged the fee before the first semester of attendance.

Optional Fees

Charges for optional fees appear on the bills of degree-seeking students; but these students *may choose not to pay optional fee charges, providing they notify the University before payment for these charges is due.* Students choosing to pay the *Medical Insurance Fee* will join an insurance plan which provides coverage for health, medical, and surgical care during a twelve month period for injuries or illness during the school year, holidays, and summer vacation. Students who register for the fall semester have only one opportunity to enter or reject this program each year; it is offered on spring semester bills to new spring registrants only. Special Students who wish coverage through the program must pay the fee before the end of the add/drop period. Dependents of married students are not covered under this plan. Coverage for dependents is available at additional cost; students wishing such coverage should inquire at the University Health Service. The *Mass PIRG Fee* supports the Massachusetts Public Interest Research Group, a student-interest advocacy group.

Mandatory Fees Charged Once Only

The *Commencement Fee* is assessed each student in the year of his or her anticipated graduation (commencement exercises and events are intended to be self-supporting). The *Yearbook Fee* supports the cost of producing the University yearbook. Each student is charged this fee in the fall of his or her senior year. Other students may choose to pay this fee and to receive the yearbook. The *Recreation Fee* is used to support the University's athletic facilities and recreational programs. The *Orientation Fee* supports orientation events. These fees are charged of each degree-seeking student in his or her first semester as a degree-seeking student. They may not be cancelled or refunded unless the student withdraws before the first day of classes.

The Bursar's Office

The Bursar's Office handles payments of tuition and fees, and distributes checks to students receiving refunds or University financial aid. (The Bursar's Office will begin to distribute these checks about five weeks after the start of each semester. Checks must be picked up by their recipients at the Bursar's Office.) Location: second floor of Administration Building. Telephone: 929-7150. Teller hours: weekdays, 9:00 am to 3:30 pm.

Payment Policy

University policy requires that no registration be considered complete until the semester charges are paid in full. Charges are computed on the basis of courses/programs for which students are registered. The initial bills are sent in July (for the fall semester) and in December (for the spring semester) to all students who have already registered.

Late registrants are billed after the add/drop period. *Note: Special Students must pay in full at the time of registration.* Follow-up billings will be made periodically, reflecting any additional charges, payments, or credits that have occurred within the semester period. Each student must pay all charges in full prior to the due date indicated on the initial bill to avoid late charges or cancellation of registration and financial aid. No time or deferred payments are allowed by the University.

Overdue accounts will be considered sufficient cause for cancellation of registration, as University regulations prohibit final registration, graduation, or granting of credit for any student whose account with the University is unpaid. *Any delinquent accounts will be cause for Administrative Withdrawal and must be paid prior to readmission to the University.* Unpaid accounts will be referred for collection action to include collection costs of 33% added to outstanding bill.

Important Reminder for Financial Aid Recipients

It is the responsibility of all students receiving financial aid from sources other than the University to see that the University is adequately notified before bills are prepared. Credits for known scholarships are reflected in the bills; credit cannot be given for a scholarship award unless the Bursar has been presented with proof from the donor that the award has been made. If a student's bill does not show credit for an award the student should contact the source of the scholarship to be sure that such evidence has been, or will be, presented to the Bursar.

Late Payment Fee

Any student who does not make full payment of his or her charges by the date specified on the bill in which the charges are initially listed will be required to pay a late payment fee of $25.00.

Late Registration Fee

Any continuing degree-seeking student who does not register during the Registration Period (usually near the end of the semester preceding the semester for which he or she is registering) will be required to pay a late registration fee of $25.00.

Any new, readmitted, or Special student who does not register by the end of the add/drop period of the semester for which he or she is registering will be required to pay the $25.00 late registration fee.

Residency Status

Payment Information

Tuition and Fee Refunds

A student who voluntarily withdraws from the University for any reason before the sixth week of a semester will be granted a refund or reduction of tuition and some fees according to the schedule below. *Note: Failure to attend does not constitute withdrawal.* To withdraw, a student must confer with an advisor in his or her College Dean's or Program Director's office and bring a *completed withdrawal form* from that office to the Office of Registration and Records. The Office of Registration and Records will establish the effective date of withdrawal.

After the add/drop period, no refunds will be given for course load reductions. Students withdrawing completely from the University before the sixth week of a semester, and receiving grades of "W" for all courses, will receive refunds. No refunds will be disbursed in other cases where grades of "W" are given. No refunds will be given in cases where academic credit is awarded.

If a financial aid recipient withdraws from the University, his or her refund will first be applied to the reimbursement of scholarship or loan funds (up to the full amount of the scholarship or loan); any remaining amount will then be refunded to the student or parent. A student who is suspended or expelled from the University for disciplinary reasons forfeits all right to a refund. The Application and Matriculation/Orientation Fees required of new students are not refundable. A student who has not paid in advance must still pay the amount which remains due after the charges are reduced.

Refund/Reduction Schedule*

	Amount Refunded If Advance Payment Has Been Made	Amount Owed If No Payment Has Been Made
A. Before the beginning of the semester (Add/Drop Day)	100%	0%
B. Within the first two weeks of the semester	80%	20%
C. During the third week	60%	40%
D. During the fourth week	40%	60%
E. During the fifth week	20%	80%
F. After the fifth week	no refund	100%

*Does not apply to Continuing Education or Summer Session refunds.

These rules and regulations shall apply to the classification of students at the University of Massachusetts as Massachusetts or non-Massachusetts students for tuition purposes.

Section I. Definitions

A. **Academic Period**—a term or semester in an academic year or a summer session, as prescribed by the Board of Trustees or under their authority.

B. **Continuous Attendance**—enrollment at the University for the normal academic year in each calendar year, or the appropriate portion or portions of such academic year as prescribed by the Board of Trustees or under their authority.

C. **Emancipated Person**—a person who has attained the age of 18 years, or if under 18 years of age, (a) whose parents have entirely surrendered the right to the care, custody and earnings of such person and who no longer are under any legal obligation to support or maintain such person; or (b) a person who is legally married; or (c) a person who has no parent. If none of the aforesaid definitions applies, said person shall be deemed an "unemancipated person."

D. **Parent**

1. the person's father and mother, jointly;
2. if the person's father is deceased, the person's mother; if the person's mother is deceased, the person's father;
3. if a legal guardian has been appointed by a court having jurisdiction, the legal guardian;
4. if neither the father nor mother is living and no legal guardian has been appointed, the person who then stands *in loco parentis* to the person;
5. if the father and mother are divorced, separated or unmarried, the parent who has been awarded legal custody of the person; if legal custody has not been awarded, the parent with whom the person lives.

With respect to any adopted student the word "adoptive" should be inserted before the words "father" and "mother" wherever used.

E. **Reside, residency** or **resident**—shall refer to domicile, i.e., a person's true, fixed and permanent home or place of habitation, where he or she intends to remain permanently or for an indefinite time.

Section II. Classification

A. For the purpose of assessing tuition and fees, each student shall be classified as a "Massachusetts resident" or a "Non-Massachusetts resident." A person shall be classified as a Massachusetts resident if he or she (or the parent of an unemancipated student) shall have resided in the Commonwealth of Massachusetts for twelve months immediately preceding the first day of classes of the academic period for which the student enrolls with the intent of making Massachusetts his or her true residency.

Note: To be eligible to pay tuition at in-state rates, students must be citizens or permanent residents of the United States.

Residency Status

Section III. Determination of Residency

A. Proof of Residency

1. Each case will be decided on the basis of all facts submitted with qualitative rather than quantitative emphasis. No given number of factors is required for residency, since the determination in each case is one of the subjective intention of the person to reside indefinitely in Massachusetts. No single index is decisive. The burden of proof rests on the student seeking classification as a Massachusetts resident.

2. The following shall be primary indicia of residency:

   a. Residency of parents, having custody, within Massachusetts;

   b. Certified copies of federal and state income tax returns;

   c. Permanent employment in a position not normally filled by a student;

   d. Reliance on Massachusetts sources for financial support;

   e. Former residency in Massachusetts and maintenance of significant connections there while absent.

3. The following shall be secondary indicia of residency, to be considered of less weight than the indicia listed above in subsection 2:

   a. Birth certificate;

   b. Motor vehicle registration and/or operator's license;

   c. Voting or registration for voting;

   d. Property ownership;

   e. Continuous physical presence in Massachusetts during periods when not enrolled as a student;

   f. Military home of record;

   g. All other material of whatever kind or source which may have a bearing on determining residency.

B. Proof of Emancipation

A student asserting that he or she is an emancipated person shall furnish evidence to support such assertion. Such evidence may include:

1. Birth certificate or any other legal document that shows place and date of birth;

2. Legal guardianship papers—court appointment and termination must be submitted;

3. Statements of the person, his or her parent(s), guardian(s), or others certifying no financial support;

4. Certified copies of federal and state income tax returns filed by the person and his or her parent(s);

5. Where none of the foregoing can be provided, an affidavit of the emancipated person in explanation thereof and stating fully the grounds supporting the claim of emancipation.

C. Presumptions, etc.

1. Residency is not acquired by mere physical presence in Massachusetts while the person is carrying on a course of study at the University.

2. Any person who is registered at the University as a Massachusetts resident shall be eligible for continued classification as a Massachusetts resident for tuition purposes (until attainment of the degree for which he or she is enrolled) during continuous attendance at the institution.

3. Unless evidence to the contrary appears, it shall be presumed by the approving authority of the University that:

   a. The spouse of any person who is classified or is eligible for classification as a "Massachusetts resident" is likewise eligible for classification as a "Massachusetts resident." This provision will not apply in the case of a spouse in the United States on a non-immigration visa.

   b. A person who is not a citizen of the United States must meet the same requirements for establishing residency in Massachusetts as are required of a citizen. In addition, a non-citizen of the United States, if required to hold a visa, must hold the type of visa which permits establishment of Massachusetts residency. Parole refugee status will be considered a type of visa which permits establishment of Massachusetts residency.

4. A person does not gain or lose in-state status solely by reason of his or her presence in any state or country while a member of the Armed Forces of the United States.

5. Notwithstanding the twelve-month period provided for in section II. A above, the following persons shall be presumed to be Massachusetts residents unless the contrary clearly appears:

   a. A member of the Armed Forces of the United States who is stationed in Massachusetts on active duty pursuant to military orders, his or her spouse and dependent students.

   b. Full-time faculty, professional staff, and classified staff employees of the University of Massachusetts system and their spouses and dependent students.

Section IV. Reclassification

A. Any emancipated student classified as a "Non-Massachusetts resident" who has established a residency in Massachusetts, which residency shall have been of twelve months' duration by the first day of classes of the academic period for which he or she registers, shall be eligible for reclassification as a "Massachusetts resident" effective in such academic period.

B. Any unemancipated student classified as a "Non-Massachusetts resident" whose parent has established a residency in Massachusetts, which residency shall have been of twelve months' duration by the first day of classes of the academic period for which said student registers, shall be eligible for reclassification as a "Massachusetts resident" effective in such academic period.

Residency Status

Section V. Appeals

Any student or applicant who is unwilling to accept the ruling relative to his or her residency classification or who wishes to seek reclassification may submit a Residency Appeal Form to the University Residency Appeal Committee. The decision by this Committee is final and may not be appealed further.

In any case where the Admissions Office is unable to make an initial determination based on the evidence submitted, the student or applicant may be required to submit a Residency Appeal Form before being classified as a resident or a non-resident.

Section VI. Penalties for Misrepresentation

Misrepresentation in or omission from any evidence submitted with respect to any fact, which if correctly or completely stated would be grounds to deny classification as a Massachusetts resident, shall be cause for exclusion or expulsion from or other disciplinary action by the University.

Financial Aid

General Information For Undergraduate Students

All degree-seeking students who are U.S. citizens (and eligible non-citizens) may apply for financial aid. Through its Office of Student Financial Management, the University administers financial aid funds from several sources. Each aid program has specific eligibility standards: a student may be eligible for some kinds of aid, though not for others. Undergraduates carrying fewer than twelve credits may be awarded aid at less than the full rate for which they would otherwise be eligible. A minimum of six credit hours is required for all aid programs.

Through the application process, students learn whether or not they are eligible for aid and, if they are eligible, the kinds and amounts of aid for which they qualify. The process is designed to give the Office of Student Financial Management all the information needed for making equitable awards. The process works properly only if applicants cooperate by carefully following all instructions, providing all information requested, and meeting all deadlines.

Information and application forms are available from the Office of Student Financial Management on the first floor of the Administration Building. Hours: Mondays through Thursdays, 8:30 am to 7:00 pm; Fridays, 8:30 am to 5:00 pm. Telephone: 929-7210.

Application Deadline

For Returning Upperclass Students

End of March: When applications are made by the end of March, awards can be made before fall tuition and fee payments are due (early August), provided all supporting documents are received in the Office of Student Financial Management by the dates specified on students' award letters. Awards received during this period may be entered on and deducted from the fall bills.

After March 31: Students may apply for Guaranteed Student Loans and Pell Grants for the fall semester. During the month of November, students enrolled may also apply for reconsideration for institutional financial aid, provided funds remain available.

For New Freshmen and New Transfer Students

Although no specific deadline has been established for such students, they *should* apply for financial aid and admission at the same time.

The following list describes all student aid programs for undergraduates administered directly and indirectly by the Office of Student Financial Management.

Available Aid

Federal Programs

Pell Grants (formerly Basic Educational Opportunity Grants) assist low and middle income dependent and independent students in meeting the basic costs of attending college. In 1985-1986, the grants (awards) will range from about $200 to about $1,725 depending on eligibility.

Since the Pell Grant (formerly BEOG) is awarded directly to the student (who receives a Student Aid Report, or SAR, as notification), it is the student's responsibility to see that the SAR is transmitted to the Office of Student Financial Management for processing. When the Office receives this SAR, the student is credited with the amount of the award. The amount the student owes the University will be reduced by the Pell award amount; or, if all University bills have been paid, the student will receive any surplus in check form after certification of semester registration (about one month after the semester begins).

Remember: all undergraduates applying for financial aid must apply for Pell Grants.

Supplemental Educational Opportunity Grants (SEOG) are made through the Office of Student Financial Management to students who have demonstrated financial need.

National Direct Student Loans (NDSL) are made to assist students who have demonstrated financial need. Each loan is made through the Office of Student Financial Management. Students must sign promissory notes before the loans can be processed. The loans must be repaid at 5% interest starting six months after graduation or termination of enrollment. A total of $12,000 may be borrowed to support undergraduate and graduate education.

The *College Work-Study Program (CWS)* provides help to needy students through earnings from employment. Work-study awards are made by the Office of Student Financial Management. Under the work-study program, the Office arranges for jobs on and off campus. Students may work part-time while school is in session and full-time during intersession and the summer. Many departmehts and offices at the University employ work-study students through the year; students may also be able to secure jobs with non-profit agencies off campus. The amount of a student's work-study award is a maximum limit and not a guarantee that the student will earn that amount. Students must earn awards through hourly employment. These funds cannot be credited to tuition bills.

The Guaranteed Student Loan (or HELP) Program is operated through banks and other private lending institutions and is designed to help students who are ineligible for University financial aid. Payments on HELP loans must start six months after graduation or termination of enrollment. The annual interest rate of 8% for new borrowers or 9% for renewal applicants will be paid by the federal government while the student is in school and during the six month grace period. HELP loans are made by private lending institutions and not by the University. The amounts of the loans range from $500 to $2,500 per academic year. Graduate students may borrow up to $5,000 per academic year.

Note: Special Students are eligible for these loans, provided they are registered for a minimum of six credit hours.

Loans for Parents of dependent students (PLUS loans) may be made by banks and other private lending institutions. Such loans may be in amounts of up to $3,000 per academic year. Parents must begin to repay the loans, at 12% interest, 60 days after disbursement.

Available Aid

Commonwealth of Massachusetts Program

For Residents of Massachusetts

Board of Regents (BRS) Scholarships are awarded by the Massachusetts Board of Regents. While the awards are made chiefly to low-income students, some scholarships are also awarded for academic proficiency or promise. Scholarship recipients must be registered for 12 or more credits per semester. Each scholarship is available for a four year period only.

To apply for a Board of Regents Scholarship, follow the instructions on the Massachusetts Financial Aid Form (MFAF), which is submitted to Princeton, NJ, for processing.

University of Massachusetts Programs

University State Scholarships (USS) assist undergraduate residents of Massachusetts who demonstrate need. Funds are granted annually by the state legislature to the University to support these scholarships; they are awarded through the Office of Student Financial Management.

Disadvantaged Student Scholarships (DVD) assist undergraduate residents of Massachusetts from disadvantaged backgrounds. These scholarships are also supported by annual grants made to the University by the state legislature, and awarded through the Office of Student Financial Management.

UMass/Boston Tuition Waivers (TW) eliminate the need for paying tuition to attend the University. They have been authorized by the Board of Regents for undergraduate in-state students who demonstrate financial need and who work and/or have high loan commitments. UMass/Boston Tuition Waivers are awarded through the Office of Student Financial Management.

Tuition Waivers Not Based on Need

Senior Citizen Tuition Waivers are available to students over 60.

State Employees are also candidates for tuition waivers. They need not be admitted to a degree-granting program. They will receive a full tuition waiver for all day and evening courses taken at the Harbor or Park Square Campus of UMass/Boston, and at certain additional sites, providing they submit, for each semester they are enrolled, a "Certificate of Tuition Remission" form*. Employees enrolling in Continuing Education courses located at satellite centers and in Summer Session courses will receive 50% of the tuition waiver.

*This form can be obtained from the personnel office at the employee's work site.

Veterans are awarded tuition waivers if they were enlisted or drafted from the Commonwealth of Massachusetts. If the veterans were enlisted or drafted outside of the Commonwealth of Massachusetts, but have resided in the Commonwealth of Massachusetts for two consecutive years, they are also eligible for a tuition waiver. Veterans must have been on active duty between February 1, 1955, and May 7, 1975, in a regular branch of the armed forces, and must have served 180 days of active duty. All eligible veterans may receive a tuition waiver for a total of 130 credit hours.

All members of the *National Guard* are also eligible to pursue degrees or to take most individual courses tuition free.

Special Scholarships Administered by UMass/Boston

These are available to undergraduates who meet certain conditions of eligibility.

Chancellor's Scholarships for Excellence

Thirty Chancellor's Scholarships for Excellence are awarded each year to degree-seeking students entering the University in the fall semester. The scholarships cover all tuition costs for a maximum of four years (or the equivalent if a student is studying part-time). To be eligible for consideration, applicants must:

1. have achieved academic standing in the top 5% of their high school graduating classes; *or*
2. have demonstrated intellectual and academic accomplishment of comparable distinction (if rank-in-class is not available or meaningful or if the applicant could be considered a non-traditional student); *or*
3. excel in the arts; *or*
4. have demonstrated outstanding talent for and commitment to community service.

Each applicant will be expected to submit an autobiographical statement, three letters of recommendation, an official copy of his or her academic record, and appropriate evidence of accomplishment. Applications will be considered during two review periods. Applicants not selected during the first review period may be reconsidered during the second; applicants missing the first deadline date will be considered during the second review period. Deadline dates: first review—March 1; second review—July 15. Interested persons should obtain further information from the Scholarship Coordinator in the Office of Enrollment Services.

William M Bulger Award and Scholarship Program

In honor of Senator William M Bulger, the University of Massachusetts Board of Trustees has established the William M Bulger Award and Scholarship Program, to provide recognition and encouragement for students who exemplify Senator Bulger's philosophy of perseverance in pursuit of educational and personal goals. Nominees chosen by secondary school principals and headmasters receive awards of recognition; one of those nominees is further selected to receive the Bulger Scholarship, a four-year full tuition scholarship to the University.

Headmasters and high school principals of Boston public and private high schools should select one nominee who meets the standards described above and submit the name of that nominee to the *Chancellor's Scholarship Coordinator* with the following:

1. An official copy of the student's academic record.
2. Three letters of recommendation, one of which should be by the nominating headmaster/principal.
3. A typed autobiographical essay by the nominee (no longer than 1000 words).
4. An essay by the nominee, of 500 to 1000 words, addressing the topic "What a College Education Means to Me," or "A College Education—Is It Valuable?"

How Awards are Made

Available Aid

All nominees must have made formal application to the University of Massachusetts at Boston. The deadline for nomination for the scholarship and receipt of all application materials is March 15. For further information, interested persons should contact the Scholarship Coordinator in the Office of Enrollment Services.

Each nominee will be eligible for the scholarship, and will automatically receive a book award. The scholarship recipient will be selected from this group of nominees.

University Community Scholarships

The University has recently established a group of scholarships for students matriculating in the fall semester. The funds for these scholarships come from volunteer contributions made by the University faculty and staff.

A University Community Scholarship provides full tuition, fees and books through completion of the desired degree. The recipient must maintain good academic standing during his/her course of study.

To be eligible for consideration, applicants must submit an autobiographical essay and an assigned essay, neither of which should exceed 1000 words, three letters of recommendation, and documentation of the applicant's academic promise (this includes transcripts, test scores, awards, honors and a full account of any non-traditional learning experiences). Applicants should also have a completed admissions application on file in the Admissions Office. Deadline dates for scholarship applications are April 1 and July 15. For further information, please contact the Scholarship Coordinator in the Office of Enrollment Services.

Other Special Scholarships

IBTW (International Brotherhood of Telephone Workers) Scholarships assist sons and daughters of IBTW Local #1 members. A student's parent must have been a member of Local #1 when the program was established (1970). The Office of Student Financial Management has a listing of eligible members. $3,500 is available annually.

MSUEW (Massachusetts Society for the University Education of Women) Scholarships assist women who have 1) completed their first academic year, 2) demonstrated financial need, and 3) demonstrated high academic ability. The Office of Student Financial Management awards six $500 scholarships during the spring semester.

The John F Kennedy Scholarship in Memory of John B Crimmins is a four year tuition scholarship. The scholarship committee will consider the applicant's scholastic achievement, extracurricular activities, contributions to the high school and neighborhood community, and needs.

Vivian C Savio Scholarships assist art majors at UMass/Boston. One or two scholarships are awarded yearly upon recommendation by the faculty and Chairperson of the Art Department in consultation with the Office of Student Financial Management.

Donald Sheetoo Scholarships are granted to Asian-American students who are either second-semester freshmen or transfer students. Applications are available through the Asian-American Society.

"Need" and the Purpose of Financial Aid

The Office of Student Financial Management awards financial aid in compliance with federal, state, and University rules and regulations that are based on the concept of "need." Simply defined, *"need" is the difference between the average cost of attending a college and the reasonable ability of the student and/or parents to meet that cost.* In order to assure fairness and equal treatment for all students and families in assessing financial need, all colleges and universities subscribe to an independent agency that analyzes the financial status of the student and the parents on a uniform basis. Most colleges in the Eastern United States use the College Scholarship Service (CSS) in Princeton, NJ. The CSS "Uniform Methodology" concept of measuring the ability of families to pay is based on considering the same standard economic characteristics for all families: income, assets, family size, taxes, medical costs, minimum standard of living allowances, and the like. This system assures that the financial aid offices at different schools operate on the same basis and use the same set of facts for each student.

It is also important to remember that "financial aid" is quite different from such social services as welfare or unemployment compensation. To compare financial aid with welfare is unfair and inaccurate. The purpose of financial aid is to support the educational endeavor, the basic cost of attendance at a college. When eligibility for financial aid is determined, individual choices and circumstances in living patterns are taken into account. *But the University, through financial aid, cannot and will not assume the costs of family support or other expenses not associated with the pursuit of education.* Similarly, the Office of Student Financial Management cannot and will not assume responsibility for finding ways to meet the cost of educating a student if the student or the student's family is otherwise capable of providing the necessary support. In effect, financial aid awards supplement other resources.

Keeping these points in mind, students are encouraged to take advantage of the services offered by the Office of Student Financial Management. The only way to find out about eligibility for financial aid is to apply.

Cost of Attendance

As part of the process of determining the amounts of financial aid for which students are eligible, the Office of Student Financial Management has established "institutional budgets" based on the average estimated costs of attending UMass/Boston. A budget for the costs of attending a college may be compared to any general budget familiar to most people, such as a household or personal budget. Within that budget, a number of factors may change from time to time due to rising labor costs, changes in the costs of goods and services, and other influences. The Office of Student Financial Management therefore reviews institutional budgets each year, as well as during the school year if necessary, in order to arrive at fair estimates. Since the student population is made up of people with differing living situations, the Office uses four budget categories: dependent, independent, single parent/married, and out-of-state. Sample budgets appear at the end of this section.

Rights and Responsibilities

How Awards are Made

Parent and/or Student Contribution

The Office of Student Financial Management is concerned primarily with the reasonable ability of parents and/or students to meet the cost of attendance. The "total family contribution" is determined by a CSS analysis of the information supplied on the Financial Aid Form. When an application is considered, all student and parent assets are reviewed. Usual family assets are job income, equity in property, and savings. Some, but not all, other kinds of assets considered are student summer savings, outside scholarships, educational trusts, social security, and veterans' benefits.

Need

"Need" is the difference between the cost of attendance (as established by the appropriate institutional budget) and the student and/or family contribution. In meeting need, several factors come into play. First, the Office of Student Financial Management must consider the amounts of financial aid funds available and the estimated number of students eligible to receive those funds. The Office follows two general rules: First, student needs are met to the fullest extent allowed by the funds available; and, second, funds are distributed as equitably as possible. For this reason most financial aid awards are made in "packages"— combinations of grant aid (scholarships and grants) and "self-help" (loans and employment opportunities). The Office of Student Financial Management cannot guarantee that it will be able to meet a student's total "need" or offer the particular kind of aid desired by the student.

Sample Institutional Budgets, 1985-1986

Expenses (Academic Year)	Dependent* (9 month period)	Independent (12 month period)
Tuition**	$1,296.00	$1,296.00
Activities Fee	60.00	60.00
Athletics Fee	60.00	60.00
ID Card	2.00	2.00
Health Fee	96.00	96.00
Mass PIRG (optional)	4.00	4.00
Medical Insurance (optional)	150.00	150.00
Room and Board Allowance	1,100.00	4,855.00
Books and Supplies	350.00	350.00
Personal Expense Allowance	725.00	950.00
Transportation	490.00	650.00
Totals	**$4,333.00**	**8,473.00**

*Students in this category must be considered legal dependents by the Internal Revenue Service.
**Out-of-state tuition for two semesters is $4,320.00.

Student Rights and Responsibilities In Connection with Financial Aid

1. All students have the right to apply for financial aid and must be considered fairly and equally, without regard to race, creed, sex, or national origin.
2. Students are expected to be prompt in applying for aid and in ensuring that support documentation is forwarded in a timely manner to the Office of Student Financial Management. It is strongly suggested that students *plan early.*
3. Each student has a right to expect confidentiality and professionalism in the handling of his or her application for financial aid. This right is carefully protected by the staff of the Office of Student Financial Management.
4. All students have the right to see all materials held in their folders within the Office of Student Financial Management (the exception is the parent's confidential financial information, if the parent(s) or guardian(s) have specifically prohibited disclosure to the student). To do this, a student *must* make an appointment with a Financial Aid Counselor. Members of the Office of Student Financial Management staff, in exercising their responsibilities, also have the right to see a student applicant's folder. *No* other person has this right.
5. Every student has a right to a timely review and award notice, assuming the student has met the stated deadlines and requirements of the Office of Student Financial Management.
6. Every student has the right to review his or her case with a professional counselor in the Office of Student Financial Management.
7. If a student, after such review, remains unsatisfied with the analysis of need and the award of aid, he or she has the right to appeal to the Director of Student Financial Management, the Financial Aid Advisory Committee, and ultimately the Dean of Enrollment Services.
8. It is the responsibility of students and parents to provide all data requested, honestly and completely. Falsification of records or withholding of information pertinent to a decision about aid may result in University action or, in cases where federal funds are extended, in penalties of law.
9. It is the responsibility of students to read all information carefully and completely, and to comply with the stated instructions at all times. Failure to do so will delay awards and may cause students difficulty in registering for classes.
10. Every student is expected to comply with all laws and policies governing aid. This is particularly important in the area of academic enrollment, as a fully-aided undergraduate student is expected to carry no fewer than twelve (12) credit hours, and a fully-aided graduate student is expected to carry no fewer than nine (9) credit hours. Each student is expected to attend classes and progress satisfactorily toward his or her degree.
11. *All* students must present their UMass/Boston identification cards when picking up checks, obtaining confidential information, and keeping appointments with financial aid counselors. *There will be no exceptions to this policy.*

Division of Student Affairs

Division of Student Affairs

The Division of Student Affairs believes that students' academic goals may be best realized when support services complement the classroom experience. To that end Student Affairs professionals support students in their academic work, sponsor programs to enrich their experience of University life, and assist students as they plan for the future. Student Affairs offices offer information, activities, and assistance programs to facilitate the continuing development of the student's skills, concepts, insights, and life planning.

Student Affairs acts as a liaison between the academic community and the outside world, recognizing that formal schooling is not an end in itself, but rather a means to the future. Student Affairs enhances the University experience by providing programs, services, and activities from which students can benefit during and after their years at the University.

The UMass/Boston student body is a highly diverse group that includes older (average age: 26), non-traditional students. Because many of these students have entered the University following a break in their formal schooling, the University provides a wide spectrum of support services ranging from child care and educational support programs to veterans' assistance and career planning and placement programs.

Students keep in touch with extracurricular life at the University through INFO (the campus information resource center), WUMB Radio, the *Mass Media* (the student newspaper), and *Howth Castle*, a literary arts magazine. The Student Activities Office, through which a more than half-million-dollar trust fund is administered by recommendation of the Student Senate, sponsors cultural events both on and off campus, recognized student orgnaizations (clubs), student media and publications, and community action programs which involve students as tutors and support staff in community-based student-administered counseling work.

The Student Senate is composed of student delegates from the three colleges and from the programs in education, physical education and fitness, and nursing.

The Division of Student Affairs encourages all students to keep in touch with campus life, and to get involved.

Dean of Students

The Office of the Dean of Students is interested primarily in the quality of student life at the University and is responsive to the concerns of students. This office oversees many student support programs and extra-curricular activities, and is responsible for handling student complaints and grievances. The Dean welcomes inquiries from students and hopes to be of service to them during their years at the University.

Student Information Services

The Office of Student Information Services (INFO) gathers and disseminates information throughout the university community, advises student media and publications, sponsors and provides assistance at special University events, and serves as the public relations arm of the Division of Student Affairs.

UMass/Boston students, faculty, and staff are encouraged to provide INFO with information about all campus events, which INFO then makes available through campus media: the *Weekly Bulletin*, distributed each Monday throughout the University; *INFO On The Air*, broadcast on WUMB AM/cc; and public service announcements on WUMB-FM. Information about particular activities and programs also appears regularly in the "Notices" section of the *Mass Media*, UMass/Boston's student-run newspaper.

INFO's other activities include coordinating and issuing promotional materials for the Division of Student Affairs, and advising WUMB Radio's Policy Board. INFO also issues each year a campus resource and service guide, *Images and Info*, as well as the *INFO Campus Directory*, and brochures for various Student Affairs programs.

Among INFO's recent public relations projects is "UMass/Boston: Some Inside Info," a slide show designed to acquaint new students with the varied aspects of student life.

INFO also offers a number of special events to both the University and the public, such as the INFOFEST three-day information fair and crafts festival held each fall, winter, and spring.

As part of INFO's services to the University community, it provides information for visitors at Orientation and Commencement, and INFO personnel are available for group tours and information seminars. Please contact the INFO office for further details.

WUMB Radio

WUMB Radio maintains both AM/cc and FM operations. The station's programming focuses on matters of interest to the University and to its neighbors. To keep in close touch with the needs of both constituencies, the station has a Policy Board representing University and public broadcasting interests, and a Community Advisory Board, representing the concerns of surrounding communities.

WUMB AM/cc is a closed circuit operation broadcasting to various locations at the Harbor and Park Square campuses, in order to provide information and entertainment for the UMass/Boston community, and to provide broadcast experience for persons interested in the communications industry.

WUMB-FM broadcasts at 91.9 FM serving Boston and the South Shore with educational, informational and cultural programming formats not offered by other radio broadcast facilities in the area.

WUMB Radio's training workshops, open to members of the University community and also to the public, offer opportunities to learn about broadcasting, engineering, management, and sales. Those who complete this training are qualified to work in the closed circuit operation, and may use the station's facilities to produce programs, subject to special programming policy and to the approval of the Program Director. Interested persons should apply at the station.

Division of Student Affairs

Student Activities

The extracurricular life of the University centers on activities sponsored primarily through the Office of Student Activities and funded by the Student Activities Trust Fund. Established by the University Board of Trustees, the Fund is maintained by mandatory student activities fees and is administered by a professional staff following recommendations made by an elected student committee of the University Student Senate, which is responsible for overseeing, coordinating, and allocating funds for student activities, both on and off campus.

The Student Activities Office sponsors Recognized Student Organizations (see the list below), and also maintains a number of other activities and facilities: the Harbor Art Gallery, the Pub Club, the AM/cc component of WUMB, a film series, a lecture series, *The Mass Media* (a student newspaper), *Howth Castle* (a literary magazine), and a ticket series for reduced rates at Boston area cultural and athletic events. The Office also sponsors HarborType, a fully equipped typesetting and composition shop providing these services at a low cost to the University community, where student employees acquire valuable experience in design, layout, mechanical preparation of artwork, and phototypesetting.

The Student Activities Office also maintains several on-campus community action programs: the Black Student Center, the Center for Alcohol and Drug Awareness, the Commuter Center, the Lesbian and Gay Center, the Student Advocacy Center, and the Women's Center. It provides support for veterans' advocacy programs and for the Child Care Center, and contributes to off-campus community action programs at Columbia Point, in Chinatown, and in South Boston.

Recognized student organizations receiving funding include, but may not necessarily be limited to, the following:

Accounting and Finance Academy

Advocacy and Resources for Modern Survival (ARMS)

Aero Club

American Marketing Association

American Production and Inventory Control Society

Anthropology Society

Arabic Student Union

Art Club

Asian American Club

Bilingual/Bicultural Club

Bilingual/ESL Association

Biology Club

Caribbean Students Association

Chemistry Club

Chess Club

Chinese Bible Study

Club Football

College Republicans

Committee Against Racism

Computer Math Club

Consultants Connection

CPCS Women's Center

Criminal Justice

Dance Theatre

Dart Club

Data Processing Management Association

Disabled Students Club

Draft Info Group

Drama Club

Earth Science Club

East Asian Studies

Economics Society

Education Club

Engineering Club

Fencing Club

Film/Video Club

French Club

Geography Club

Gerontology Association

German Club

Graduate Students Science Club

Grapevine

Hillel Club

Helenic Club

CPCS Hispanic Cultural Association

History Club

Human Resource Management Association

International Socialist Organization

International Student Association

Italian Club

Iranian Students Club

Irish Historical Society

JKA-Shotokan Karate Club

Karate Club

Latin American Student Organization

Law Workers Association

Linguistics Club

Management Science Club

Marxist Study Group

Massachusetts Public Interest Research Group (Mass. PIRG)

Math Club

Music Club

Musical Theatre Club

Native American Association

Newman Club

Nichran Shoshu of America

Norlantic Reefcombers

Philosophy Club

Physical Education Club

Physics Club

Poetry Workshop

Policy Advisory Board

Politics Society

Portuguese Cultural Center

Prayer Group

Pre-Law Society

Psychology Club

Racquetball Club

Reserve Officer Training Corps (ROTC) Club

Rifle and Pistol Club

Rock'n'Roll Club

Runners Club

Russian Club

Sailing Club

Science Fiction Club

Ski Club

Sociology Club

Spanish Club

Spirit of UMass/Boston

Student Nurses Association

Student Organized Support Group

Student Veterans Union

Suburban Commuters Club

Tennis Club

UMass Badminton Association

UMass Friends of Spartacus Youth League

UMass Skydiving Club

Urban Students Club

Vietnamese Nationalist Student Club

Voice of Liberty Gospel Choir

Division of Student Affairs

Child Development Program

The University operates two licensed Child Care Centers for children of University students, staff, and faculty. The Toddler Program is for children between the ages of 18 months and 3 years; the Preschool Program is for children 3 to 5 years of age; and the Kindergarten is for children 5 and 6 years of age. Teachers in these programs work together with student teachers, work-study students, and volunteers to encourage children to become aware of themselves and their potential, and to develop their capacities for learning, self-reliance, cooperation, initiative, and responsibility. The two centers accommodate over one hundred children. Costs are based on a sliding-fee scale, and financial assistance is available for eligible families.

Campus Ministry

The Campus Ministry is an interfaith chaplaincy service actively involved in the spiritual and human development of students, faculty, and staff. Protestant, Catholic, and Jewish chaplains offer liturgical, educational, and spiritual programs. Among these programs are daily prayer, mid-week liturgies, scripture seminars, study groups, individual counseling, spiritual direction, the Bread for the World Study/Action Group, the Bible Study and Fellowship program, and retreats. The Campus Ministry also operates a lending library of theological and spiritual books.

Special Educational Support Services

The Department of Special Educational Support Services coordinates the work of several student service programs: ACCESS, the College Preparatory Program, the Disabled Student Center, the Office of Advocacy Counsel, the Office of Veterans' Affairs, the Veterans' Educational Training Program, and the service component of the Joiner Center.

ACCESS program

ACCESS (the acronym for Advising, Counseling, and Coordination of Educational Support Services) is a federally funded program serving entering freshmen and transfer students eligible under one or more of the following categories:

economically disadvantaged,

first generation college students,

handicapped.

The program offers intensive academic advising and counseling; special advising services for ESL (English as a Second Language) students; services for learning disabled students; and referral to other University services when appropriate. The program's interest in its students does not end with course placement at the start of the term. ACCESS follows the students' progress from one semester to the next, keeping students informed about University policies, deadlines, and other factors which affect their academic careers.

College Preparatory Program

The College Preparatory Program, an Upward Bound project, assists economically and educationally disadvantaged youth who might not otherwise enter college or succeed in college-level work. Participants receive intensive instruction in academic skills, as well as academic and career guidance aimed at developing self-assurance and constructive attitudes toward learning.

The College Preparatory Program offers classes and tutoring during the school year at the Harbor Campus, as well as a six-week summer residential program during July and August. Students in grades nine through twelve at Madison Park, Burke, South Boston and Dorchester High Schools, and those participating in the Metco Program, are welcome to apply.

Disabled Student Center

The Disabled Student Center provides direct services and counseling to any disabled student or applicant from its offices at the Harbor Campus and the Downtown Campus. The Center can provide reading and assistance in ordering taped books, sign language interpreter and/or note-taker services, testing modifications, information and referral, assistance in working with state agencies, and both individual and peer group counseling. Equipment available at the Harbor Campus includes a Kurzweil Reading Machine, computer terminals in Braille and voice, a Visualtek closed-circuit television, an Optacon, and a Braille Library. UMass/Boston is the home of the Boston Mustangs (a member of the National Wheelchair Basketball Association) and is developing an adapted athletics program for all disabled students.

Office of Advocacy Counsel

The Office of Advocacy Counsel acts as a liaison between University students and off-campus agencies. Services offered include assistance with legal aid and housing questions, with Welfare, Social Security, the Massachusetts Rehabilitation Commission, and with other advocacy needs.

Office of Veterans' Affairs

The Office of Veterans' Affairs offers academic counseling, referrals, and relevant information for all students and prospective students who are veterans or dependents of veterans. Staff members also coordinate the paperwork involved in the certification of veterans for educational benefits.

Responsibility for proper notification of any change in status rests with the veteran. Any change in a student veteran's semester credit load, marital status, or number of dependents should be reported immediately to the Director of Veterans' Affairs, as should withdrawal from the University.

Veterans' Educational Training Program

The Veterans' Educational Training (VET) Program provides counseling and instruction in academic skills to prepare veterans for attainment of the G.E.D. or for admission to a post-secondary institution. The VET Program offers non-credit courses in English composition, mathematics, literature and the social sciences, as well as vocational, educational and personal counseling. After successful completion of the program, students may be considered for admission to the University without having to meet standard admission requirements.

The William Joiner Center

The William Joiner Center is an academic and service program which sponsors interdisciplinary courses related to the study of war, in particular the war in Vietnam, and offers to Vietnam-era veterans service programs such as the Veterans' Affairs Office and the Veterans' Upward Bound Program. The work of the Joiner Center is overseen by both the Division of Student Affairs and the Office of the Vice Chancellor for Academic Affairs.

Division of Student Affairs

Urban Scholars Program

The University-sponsored Urban Scholars Program offers gifted and talented Boston public high school students an early exposure to the University environment. Students who have demonstrated exceptional potential for academic success and leadership participate in a range of academic and career related activities. They become acquainted with the wide variety of programs at the University and with career options and related informational resources. The program encourages students in careful planning of educational and career goals. Program activities include classes, tutorials, supervised study, college and career advising, and mentorships with University faculty and professional staff.

Department of Athletics

The Athletics Department offers a wide range of programs structured to meet the needs not only of those students interested in intercollegiate competition, but also of students seeking free-time recreational activities. With one of the newest collegiate athletic and recreational complexes in the Boston area, the Clark Athletic Center, the department offers varsity competition for men and women in basketball, cross-country, indoor track, outdoor track, and swimming; also for men in baseball, hockey, lacrosse, soccer, tennis, and wrestling; and for women in softball and volleyball. The Athletics Department holds membership in the National Collegiate Athletic Association (NCAA), the Eastern College Athletic Conference (ECAC), and the Massachusetts Association of Intercollegiate Athletics for Women (MAIAW). With these memberships, teams and individuals are eligible for post-season local and national competition.

The Athletics Department, in providing service to all students, also sponsors an extensive Intramural Program with a host of activities ranging from team sports such as basketball, hockey, volleyball and floor hockey, to one-on-one events such as racquetball, squash, and badminton, as well as instructional programs such as aerobics and dancercise. The popular sailing program operates from mid-spring to early fall, allowing students to take full advantage of the on-campus dock and the University's fleet of Mercury-class sailboats.

The Clark Center features a main gymnasium, an ice-skating rink, and an Olympic-size swimming pool with a high-diving area, as well as a weight room, locker rooms for men and women, and dance and combative rooms. Outdoor facilities include an eight lane, 400 meter track, a multi-purpose field, eight tennis courts, and a softball field.

The Athletics Department encourages students to become involved with the programs offered by the department, whether it be by participating on a varsity or intramural team, or by attending home contests and supporting the teams. Further information is available at the Clark Athletic Center.

University Health Service

The primary goal of the University Health Service is the maintenance of good health among UMass/Boston students. The service provides care for routine health problems. For those problems requiring more sophisticated or long-term care, a referral list of carefully screened and selected general practitioners, psychotherapists, and community health facilities is available.

The main Health Service facilities at the Harbor Campus are staffed by physicians and other specialists in general practice, dermatology, endocrinology, gynecology, internal medicine, surgery, psychology, social work, and health education. Students at the Downtown Center may make use of all these services; in addition, a satellite clinic there is staffed by a nurse practitioner and a clinical psychologist. A physician has office hours at the satellite clinic one day every week.

Each new degree-seeking student must submit a physician's physical examination report to the Health Service before beginning his or her studies at the University. Continuing students who have not yet been required to submit such a report must also do so before receiving care at the Health Service. Students may arrange for physical examinations at the Health Service at a discount rate of $20.00.

The programs of the Health Service are supported by the mandatory student health fee included in the tuition bill. The principal programs covered by that fee are described below.

The General Medicine Program provides services for the diagnosis and treatment of general health problems, including unlimited medical visits, laboratory work and minor surgery. Special services such as medical clearances for student teaching, pre-marital medical tests, screening for sickle cell anemia, flu shots, and the complete physical examination required of all new students are also available.

The Gynecology Program offers women students complete gynecological services which range from consultation and examination to preventive, remedial and follow-up care.

The Dermatology Program makes available to students a physician specializing in the area of skin care and skin diseases. When referred by a member of the General Medicine and/or Gynecology staff, a student is scheduled for an appointment with the specialist, who runs a four-hour clinic in the Health Service twice a week.

The Dental Screening/Consultation Program makes available dentists and senior dental students from the Boston University Goldman Graduate School of Dentistry who provide free examinations, consultations, and referrals.

The Mental Health Counseling Program provides comprehensive counseling, psychological and psychiatric services to the student population, in the form of personal growth counseling, short-term individual psychotherapy, group psychotherapy, peer support, crisis intervention, walk-in emergency service, workshops, consultation, information and referral. The offerings include a Returning Students' Program, a Peer Support Center, and a Satellite Clinic.

The Health Promotion Program is designed to support the clinical efforts of the University Health Service and to promote responsible health consciousness throughout the University community. The purpose of the workshops, drop-in information/referral center, and special events is to educate the student body about the overall Health Service Program and to offer presentations dealing with such topics as stress management, smoking, alcohol, exercise, nutrition, and weight control.

The Health Service is supported by mandatory student health fees; therefore, there are no additional charges for most of its services. Optional supplemental health insurance coverage is available for those medical and surgical services not provided on campus. For information about this insurance plan, see the "Tuition and Fees" section of this catalog. Further information can be obtained from the Health Service.

Division of Student Affairs

Career Services

The Office of Career Services provides information for students and alumni about career opportunities and facilitates contacts with prospective employers. Individual counseling and group seminars in career planning alert students to the many and varied career opportunities available and to the requirements of prospective employers as well as to the changing nature of employment opportunities. The Office also offers seminars in resume writing, interviewing techniques, and the job campaign.

An active on-campus interview program is arranged each year so that students may meet employers and discuss current openings. The Job Employee Matching System (JEMS) is a computerized service through which employers may match applicants from a pool of UMass/Boston seniors and alumni with appropriate job openings. A Career Resource Library houses information on employment and salary statistics, as well as specific information on businesses, non-profit organizations, school systems, and government agencies. Graduate school catalogues and program directories are also available.

Students may elect to keep letters of recommendation and other credentials on file in Career Services to be sent out upon request; this is a service of particular interest to seniors and alumni who are considering graduate school or careers in teaching. The Office provides information on a variety of graduate study programs. Materials on many fields are available, as well as application forms for the Graduate Record Examination (GRE), the Law School Admission Test (LSAT), The Graduate Management Admission Test (GMAT), the Medical College Admission Test (MCAT), and the Miller Analogies Test (MAT). Information about financial aid for graduate study is on file. The staff provides special advising for students interested in the law, in management, and in medicine and other health care fields.

National Student Exchange Program

The National Student Exchange Program offers UMass/Boston students the opportunity to study at one of over 70 participating colleges and universities, in 37 states and the Virgin Islands, at a cost comparable to what they currently pay to attend UMass/Boston. While on exchange, students can develop an increased awareness of academic, cultural, ethnic, and geographic diversity within the United States. For further information, contact the National Student Exchange Coordinator in the Office of Career Services.

Office of International Exchange

The Office of International Exchange serves both UMass/Boston students who wish to study abroad and students from foreign countries who are enrolled at UMass/Boston. The Office provides foreign students with information about such matters as visas and Immigration Service regulations, as well as advice on personal, family, housing, health, and financial matters. Foreign students who have been accepted or are currently enrolled should contact the Office of International Exchange for information or assistance.

The Office also provides information to UMass/Boston students interested in studying overseas: those who wish to explore other countries and cultures have a wide range of options. They may enroll directly in foreign universities as exchange students, or study and travel abroad during the summer or intersession. Interested students are given information and guidance by the University's Office of International Exchange.

The University of Massachusetts has established exchange agreements with more than twenty foreign universities; in addition, UMass/Boston is a member of the New England-Quebec Exchange Program, which includes all universities in Quebec. Exchange students take regular courses full-time at foreign institutions during an academic year. Generally they do so as juniors. An exchange student must, of course, be proficient in the language of instruction at the school he or she attends. To qualify for exchange study, a student must also have a cumulative average of 3.0 or better, and the prior approval of the appropriate department chairperson(s) and the Director of the Office of International Exchange. Interested students should plan well ahead, and should be sure to obtain prior approval forms from the Office of International Exchange. Credits earned for foreign study will count toward UMass/Boston degrees, though in most cases grades given abroad will not be included in UMass/Boston cumulative averages.

Through programs sponsored by the University, exchange students may study in Australia, Canada, China, Colombia, Finland, France (where UMass/Boston itself sponsors a program at the University of Paris), Germany, Great Britain, Ireland, Japan, Sweden, and Taiwan.

The University of Massachusetts also sponsors special summer programs for study and travel in Argentina, China, England, France, Japan, Spain, and Taiwan, as well as a January intersession program for zoological study in Panama. Requirements and credits awarded vary from program to program.

Other colleges and universities sponsor overseas study programs in which UMass/Boston students may participate. Eligibility requirements for these programs may differ from those of University of Massachusetts and New England-Quebec Exchange programs.

All students interested in overseas study should contact the Office of International Exchange for information about University of Massachusetts and New England-Quebec Exhange programs, as well as programs for study abroad offered through other universities. The Office also provides information about prior approval, academic credit, financial aid, and arrangements for transportation, meals, and housing.

The Extended Day Program

For many students, responsibilities at work or at home make late afternoon or evening classes particularly convenient. The University serves these students through its Extended Day Program, by offering a wide variety of undergraduate and graduate courses from 4:00 to 10:00 pm, with most scheduled to start at 6:00.

UMass/Boston now has one of the largest selections of evening courses in the greater Boston area. What makes the Extended Day Program unique is that it is not a separate division, but an integral part of the University. Extended Day students are students of UMass/Boston, full members of the academic community; and Extended Day courses are taught largely by the University's regular, full-time faculty. The credits and the degrees that Extended Day students earn are in no way different from those earned by students attending classes during the day. And because there is no difference, the Extended Day Program offers more flexibility to all University students by providing them with the opportunity of registering for day courses, evening courses, or combining daytime and evening study during any semester.

All the University's academic divisions—the Colleges of Arts and Sciences, Management, Public and Community Service, the School of Nursing, the Institute for Learning and Teaching and the Physical Education Program—are represented in the Extended Day course offerings. In some programs students can complete all degree requirements through evening study alone—that is, by taking courses scheduled after 5:00 pm.* These programs are:

Undergraduate

Computer Science
Economics
English
History
Management
Political Science
Psychology
Sociology

Graduate

American Civilization
Bilingual/ESL Studies
Business Administration
Chemistry
Computer Science
Counselor Training
Human Services
Instructional Media
Public Affairs
Sociology
School Psychology
Special Education

At least half the coursework (the first two years) required for a Bachelor's degree in Electrical Engineering can also be completed after 5:00 pm.**

In addition to those listed above, there are other programs which schedule most of their classes to begin at 4:00 pm or later. These include the Elementary and Secondary Education Programs offered through the Institute for Learning and Teaching and the RN/BSN Program offered through the School of Nursing. While each of these programs, because of professional certification requirements, may require that certain upper level components (such as practica, student teaching or clinical experience) be completed during the day, the majority of required coursework can be completed after 4:00 pm.

* Degree requirements for the following graduate programs can be completed through study in courses scheduled after 4:00 pm:

Critical and Creative Thinking
Education
English
English Composition
History
History/Archival Methods
History/Historical Archaeology
Applied Physics

** This also represents the highest level of Electrical Engineering courses offered at the University.

Most Extended Day classes meet once a week for two and one half hours; the rest meet twice a week for one hour and fifteen minutes. Classes take place form Monday to Thursday evening at the University's Harbor Campus.*** The calendar for Extended Day courses is the same as for the rest of the University.

While the majority of adults attending evening classes are degree-seeking students, many people enroll in one or more courses as non-degree-seeking "Special Students". Their reasons for taking courses include professional advancement, personal enrichment, fulfillment of a requirement for another institution, or simply a desire to experience University life before applying for admission. "Special Students"—non-degree-seeking students—are welcome at UMass/Boston: they may take any course daytime or evening in which space is available and for which they meet program and/or course prerequisites.

Whatever the reasons are for enrolling in Extended Day courses, evening students can take full advantage of the University's facilities for learning, research and relaxation. For their convenience the Offices of Academic Support, Admissions, Student Financial Management, Registration and Records, as well as Health Services, Healey Library, the Clark Athletic Center and the Cafeteria are open in the evening.

Besides the Extended Day Program, UMass/Boston offers additional evening courses at off-campus locations through the Division of Continuing Education. More information about these courses can be found on page 00.

*** Courses offered by the College of Public and Community Service are held at the Downtown Campus.

Continuing Education

The Division of Continuing Education extends the University's teaching and its community service, at no additional cost to the Commonwealth of Massachusetts.*

Continuing Education programs meet needs for particular schedules and locations, for special non-credit courses, and for courses designed for specific clienteles, such as professional groups or businesses. The Division's programs maintain the same high standard as all other University programs, and are developed with the participation and approval of the appropriate academic units.

The Division's Summer Session and Off-Campus programs, described below, complement the University's commitment to the adult learner by providing greater accessibility to University courses. The Division enhances the University's service mission through non-credit programs in such areas as adolescent counseling, alcoholism treatment services, emergency service training, environmental data analysis, grantsmanship, graduate test preparation, human resource management, and information technology, as well as through the activities of its Office of Educational Telecommunications.

Continuing Education aims to be as flexible and responsive as possible in adapting its offerings to the needs and circumstances of a diverse constituency, and is continually developing new programs and seeking new clients. It is a means for public service, an opportunity for high-interest and special-application learning and teaching, and a mechanism for innovation in the curriculum of the University. Continuing Education relies on practical and imaginative proposals both from within the University and from outside groups and individuals. It welcomes comments, suggestions, and requests for information about its programs (617-956-1000).

Summer Sessions

The Division administers the University's summer program of undergraduate and graduate courses. Students use Summer Session courses to fulfill University requirements, pursue further studies in their areas of major interest, or explore disciplines new to them. Summer classes are held at both the Harbor and Downtown campuses. In addition, the University offers a program of study in the natural sciences and humanities on Nantucket Island. The Summer Sessions have an "open admission" policy: any person who has completed a secondary school education may enroll in most courses. Students enrolled in degree programs at the University should consult the Summer Session *Bulletin* for specific regulations that govern their registration in Summer Session courses. Further information can be obtained from the Continuing Education Office (617-956-1000).

*The Division is supported solely by the fees it generates through its courses and other services.

The Off-Campus Program

Through the Division, the University offers undergraduate credit courses during the evening at a variety of off-campus sites in Boston and the suburbs. These courses make it possible for persons to begin a college program or to take courses for their own personal and professional development at convenient times and locations while also fulfilling work or family obligations. The Off-Campus Program also has an open admissions policy. Persons who successfully complete courses through the Off-Campus Program are encouraged to apply for admission to the University as degree-seeking students. Once admitted, a student may apply credits earned through the Off-Campus Program toward UMass/Boston degree requirements. Credits earned in off-campus courses are generally transferable to other colleges. Further information about off-campus sites and course offerings may be obtained from the Continuing Education Office (617-956-1000).

Cooperative Education/Internship Program

The Program

The Co-op/Internship Program places UMass/Boston students in work assignments related directly to their fields of study. The object of the program is to provide students with opportunities to apply what they learn in the classroom to practical work settings.

Under the Co-op Program, students are placed in full-time paid positions for six-month work periods. The usual changeover months are January and July. Normally, two students alternate in one job over the course of a year. Students average $6,500 in pay for the six months.

Under the Internship Program, students are placed on a part-time basis—usually 8–20 hours per week for the length of the semester or for the summer months. Some internships are paid and some are on a volunteer basis.

Both co-op and internship placement offer a variety of benefits. They combine relevant practical learning, valuable work experience, career awareness, resumé enhancement, personal and professional growth and, in many instances, opportunities for academic credit, good pay and a permanent job after graduation.

Credit or Competencies

The University's three colleges and the programs in education and nursing have varying eligibility and credit granting criteria for co-op and internship students. CPCS students can use field placements to complete related competencies. College of Management students who qualify for the college's internship program can earn three credits in a study-related work assignment. College of Arts and Sciences students can earn up to six credits if they are majoring in a department or program which offers internship and/or co-op credit. Students should refer to individual department lists of courses to see if such credit is offered and how it can be earned.

Information

For more information about the program, interested students should contact Associate Professor Robert P. Dunbar, Program Director, or Assistant Professor Carole Remick, Program Coordinator, at (617) 929-8495.

Academic Regulations

Academic Regulations

Sections designated by asterisks* *do not* apply to the College of Public and Community Service.

Conduct

A high standard of conduct, based on self-respect and consideration for the rights of others, is expected of all students. The disciplinary system of the University is based on a published code of student conduct, and is administered by the University Committee on Student Discipline, a group comprised of faculty and students. Hearings are conducted to insure due process and fair and impartial consideration. The University, acting through its chancellor or any duly designated administrative officer, distinctly reserves the right in emergency situations to suspend a student. A student so suspended by administrative action is entitled to a speedy consideration and disposition of his or her case by the University Committee on Student Discipline.

Attendance

Students are expected to attend all scheduled classes. No administrative control of attendance is exercised except as hereinafter provided. In case of illness, students should explain their absence directly to their instructors. Grades shall not be reduced because of absences due to illness when students have met their instructors' requirements for making up back work. Students should report illnesses to the University Health Service, which will verify dates of absence if requested by faculty members.

Course Load for Full-Time Students*

Full-time freshmen and sophomores normally carry four courses for twelve credit hours; full-time juniors and seniors normally carry five courses for fifteen credit hours. A junior or senior science major may carry a course load of eighteen credits. A student with a cumulative average of at least 3.0 overall (or at least 3.5 in the most recently completed semester) may take one extra course in excess of 18 credit hours with the permission of his or her advisor. Students in the College of Arts and Sciences must obtain such permission form the Associate Dean of Academic Support Services.

Registration

Registration Policy

New students and continuing students who are in good academic and financial standing with the University may register. A student who wishes to obtain a degree from the University must be formally admitted to a program. Applications and information may be obtained at the Admissions Office.

A matriculated student who has not been continuously enrolled must file an application for readmission with the Office of Registration and Records.

Registration

All currently enrolled students in good academic and financial standing are expected to register, during a registration period near the end of each semester, for the following semester. Complete information about dates, procedures, billing, advising schedules, and locations is available at the Office of Registration and Records during the registration period. Bills are mailed to students who register.

Registration During the "Add/Drop Period"

New, readmitted, or Special students may register during the Add/Drop Period at the beginning of the semester for which they are registering.

Late Registration Policy

All continuing, degree-seeking students must register during the Registration Period; all new, readmitted, or Special students must be registered by the end of the Add/Drop Period. Otherwise these students will be assessed late registration fees of $25.00.

Course Changes*

Students may add, drop, or substitute courses without notation of change on their records during the Add/Drop Period—usually five days at the beginning of each semester. Students are academically as well as financially liable for all courses not officially dropped during the Add/Drop Period. To add/drop, a student should:

- pick up an add/drop form from the Office of Registration and Records;
- have the instructor *of* a c*ourse to be added* state on the form that space is available;
- have the instructor *of* a c*ourse to be dropped* release the student on his or her records and on the form;
- have the add/drop form signed by the student's advisor; and
- return the form to the Office of Registration and Records by the specified deadline.

Between the end of the Add/Drop Period and the withdrawal deadline noted for each term in the academic calendar, a student may withdraw from individual courses but will receive a grade of "W" for each course dropped. "W" (Withdrawal) grades are not, however, counted in the student's grade point average. To withdraw from courses during this period, a student should:

- obtain a course withdrawal from his or her Dean's or Program Director's Office, or the Office of Registration and Records;
- have the form signed by the course instructor and the student's advisor to certify withdrawal; and
- return the form to the Office of Registration and Records.

Note: Any student who does not complete the requirements for a course, who does not secure approval for a grade of "I" (Incomplete) in the course, and who does not withdraw from the course by following the withdrawal procedure described above, will receive a grade of "F" in that course at the end of the semester unless the instructor has submitted the grade of "NA" for the student at the end of the Add/Drop period.

The Not-Attending (NA) Grade

The Not-Attending (NA) grade signifies that although a student registers for a course and appears on the class roster, the student never attended the class. The NA grade is not a substitute for dropping a course, since a student is still responsible for all tuition and fee charges for courses designated NA on his/her record. The NA grade has no effect on the student's cumulative grade point average, nor on a student's financial aid award package. *Note:* VA benefits may be affected. For more information contact the Office of Veterans Affairs at 929-7135.

The NA grade designation may be replaced on a student's record by a "W" (withdrawal) provided that the student submits a withdrawal card to the Office of Registration and Records before the withdrawal deadline (see above section, Course Changes).

Academic Regulations

Final Examination Schedule Changes

A student may have a final examination re-scheduled if he or she has two examinations scheduled at the same time or three examinations scheduled on the same day. The student should request such a change from the instructors involved.

Graduation Requirements*

To graduate, a student must (a) meet the requirements of a major department or professional program; (b) fulfill the core curriculum requirements of his or her college or professional program; (c) maintain a minimum 2.0 cumulative average; and (d) successfully complete at least 120 credit hours, 123 for Nursing majors. This total must include a minimum of 30 residency credits at the University. For students admitted to the University prior to the fall of 1979, this total must include 45 residency credits. Note: further information about graduation requirements appears in the sections of this catalog in which individual colleges and programs are described.

Change of Major*

A student who has declared a major field and wishes to change it must obtain a "Change of Major" form from the College Dean's advising staff. The student must then consult with, and obtain the written approval of, the chairpersons of the former and new major departments, and return the completed form to the Office of Registration and Records.

Grades*

The University uses a system of letter grades which are equivalent to numerical "quality points" according to the following list:

Letter Grade	Quality Point Equivalent
A	4.00
A–	3.75
B+	3.25
B	3.00
B–	2.75
C+	2.25
C	2.00
C–	1.75
D+	1.25
D	1.00
D–	0.75 minimum passing
F	0.00 fail
Inc	Incomplete
Pass	Passing, under Pass/Fail Option (see below)
Y	Interim grade in a declared yearlong course
W	Withdrawn
NA	Non-Attending

The quality points for each grade are multiplied by the number of credits for the course, and the totals for all courses added to arrive at the student's cumulative quality point figure. The cumulative quality point figure is divided by the number of cumulative credit hours.

Pass/Fail Option*

A student may elect one course each semester, up to a maximum of eight in his or her collegiate work, to be taken on a Pass/Fail basis. The grade of "P" will be given for a successfully completed Pass/Fail course; it will be included in credit toward graduation but not in the cumulative quality point average. The grade "F" will count as a failure. To take a course on a Pass/Fail basis, the student must present a Pass/Fail option card for the course to the Office of Registration and Records at the time announced during each semester. A Pass/Fail request cannot be withdrawn after the deadline. Note: each student should carefully check the requirements of his or her college and major department, or professional program, before exercising the pass/fail option.

Failed Courses*

A failed course required for a degree must be repeated. If it is repeated and passed, the original failure will not be computed in the cumulative average, although it will remain on the student's record.

Repeated Courses*

Only a course in which a student received an "F" may be repeated. If repeated and passed, only the passing grade will be computed in the cumulative average.

Incompletes*

A student receiving the grade of Incomplete is allowed one full year in which to complete the course. The new grade must be submitted to the Office of Registration and Records by the grading deadline for that semester, i.e., by the end of the *next* fall semester for fall Incompletes; by the end of the *next* spring semester for spring Incompletes. The grade for any course not completed by this deadline will be converted to the grade of "F," and the student will not be allowed to complete the course.

Transfer Records*

The cumulative average of a transfer student at a former school is not carried over to the University. The student begins to achieve a new cumulative average upon enrollment. A transfer student cannot be dismissed for poor grades in the first semester at the University but, for all subsequent semesters, the student must attain the cumulative average necessary for good standing in the class to which he or she was assigned (see below).

Departmental and University Honors*

A student may graduate with honors in his or her major field by meeting the requirements of a departmental honors committee, which usually involve successful completion of an honors thesis or seminar or attainment of a 3.5 average in the field. Admission to honors work is governed by the departmental honors committee although a cumulative average of 3.0 is required of honors students in all departments. Students may count up to six hours of honors work toward graduation, whether it meets departmental standards for honors or not.

The University bestows three separate honors designations for scholastic excellence reflected in the cumulative average:

Summa cum laude	3.75 or above
Magna cum laude	3.50 to 3.74 inclusive
Cum laude	3.30 to 3.49 inclusive

Academic Regulations

Good Standing, Probation, Academic Suspension and Dismissal*

Each student must meet the following minimum retention standards:

Sum of UMass/Boston and Transfer Credits	Minimum Required Cumulative Average
1-15	1.50
16-30	1.65
31-45	1.75
46-59	1.90
60 and above	2.00

Academic Warning

A student whose cumulative average falls between 2.0 and the required minimum will receive a warning, printed in an obvious place on the grade report. A description of retention standards will be included with the grade report.

Academic Probation

At the end of the first semester in which a student does not meet the required minimum cumulative average, he or she will be placed on probation. A letter will be sent with the grade report informing the student of his or her probationary status and strongly urging consultation with the student's advisor to review the forthcoming semester's program. *While on academic probation, a student shall not be eligible to hold office in any recognized student organization, to represent the University in any sense on or off campus, or to participate on any intercollege athletic teams.*

Academic Suspension

The student who does not meet the required minimum cumulative average for the second semester will be suspended for one semester. The student may apply for readmission through the appropriate authority. The readmitting body may set conditions on the student's schedule and shall set standards for retention. A student who has achieved a semester average of at least 2.0 for the semester immediately preceding suspension may appeal for an additional probationary period. The appeal authority may set conditions for granting the appeal. If the student does not meet the conditions, suspension will automatically follow.

Academic Dismissal

A student who, subsequent to suspension and readmission, does not meet the retention standards set by the readmitting body shall be dismissed. A student who has been dismissed may appeal for readmission after one year.

A student who is suspended or dismissed may not enroll as a Special Student and may not take courses in Continuing Education or in the Summer School.

Any student who is not mailed a notice of suspension or dismissal before the beginning of a semester will be allowed to complete that semester.

Academic Good Standing

A student is in good standing if he or she maintains a cumulative average of 2.0 or higher.

Note: these minimum retention standards may be subject to more restrictive collegiate policy. They do not apply where cumulative grade point average is not tabulated.

Voluntary Withdrawal

Students may withdraw from the University before the last day of classes of a semester, although the effective date of withdrawal is that on which all forms are completed, signed and returned to the Office of Registration and Records. Students withdrawing receive a "W" for each course in which they are enrolled. Failure to complete a withdrawal form will result in the recording of the grade of "F" for all courses at the end of the term. To withdraw from the University, a student must do the following:

- consult with a member of the Dean's or Program Director's advising staff, who will provide and sign a withdrawal form;
- receive clearance from any University office in which financial charges have been accrued. These offices may be the Library, the Health Service Office, the Bursar's Office, the Student Affairs Office, the Office of Student Financial Management, the Bookstore and the science laboratories.

Readmission*

Students who leave the University in good standing may resume their studies by obtaining a readmission form from the Office of Registration and Records, completing it, and returning it to that Office. They will be notified in writing of their readmission status.

Students who have been dismissed from the University and wish to resume their education should pick up and complete a readmission form from the Office of Registration and Records, write a letter of appeal addressed to the Standards and Credits Committee of their college or program and make an appointment for an interview with a member of the advising staff of their college or program.

All previous course work at the University remains part of the permanent record for students who have been readmitted, and the cumulative average includes all prior grades, regardless of how much time elapsed between enrollments.

Deadlines for Receipt of Readmission Forms

Students wishing to re-enter the University in the fall semester must have their readmission forms received by June 1, and in the spring semester by November 1. After these dates, readmission will be permitted only upon the availability of space.

Administrative Withdrawal

A student may be administratively withdrawn from the University if, after due notice, the student fails to satisfy an overdue financial obligation to, or to comply with certain administrative requirements of, the campus of the University of Massachusetts at which the student is registered.

Section I. Conditions Warranting Administrative Withdrawal

Any of the following conditions may warrant administrative withdrawal.

A. Failure to comply with administrative requirements, specifically:

1. Failure by a student to satisfy an overdue financial obligation to the University, consisting of tuition, loans, library charges, or other student charges, including orientation, student activities, health services, child care, and other such fees as may be established from time to time.

2. Failure to comply with other administrative requirements, such as the submission of health forms, etc.

B. Forgery, fraud, or falsification of information on any official University form or document, such as Bursar's Clearance Card, grade report, recommendations, transcripts, etc.

C. Certified physical health or mental problems of a hazardous nature.

Section ii. Effects of Administrative Withdrawal

If administratively withdrawn, a student shall:

A. cease to be enrolled and shall not be allowed to complete the current semester or to register for future semesters;

B. return his or her identification card and any and all other property belonging to the University currently in his or her possession;

C. receive no further material or notification from the Office of Registration and Records concerning University affairs.

Section iii. Procedures for Implementing Administrative Withdrawal

A. Procedures to be applied to cases brought under the conditions of Section I.A.

1. The appropriate administrative official may recommend to the Office of Registration and Records that a student be administratively withdrawn from the University.

2. The administrative official shall make his or her recommendation in writing to the Office of Registration and Records, detailing his or her compliance with the following requirements:

a. The recommendation must be based on one of the grounds set forth in Section I.A.

b. The facts upon which the recommendation is based must be ascertained and stated precisely and accurately.

c. An attempt to resolve the matter must have been made by the administrative official by mailing to the student at his or her last known address a written notice of the proposed recommendation for withdrawal and the reasons therefore, such matter not having been successfully resolved within fourteen calendar days of the mailing of said notice.

3. If the Director of the Office of Registration and Records is satisfied that the conditions specified in paragraph 2 of this section have been satisfied, he or she shall send a certified letter to the student at his or her last known address setting forth the recommendation for withdrawal and the reasons therefore, and notifying said student that he or she may within fourteen calendar days after said letter is mailed request a hearing on the matter with the Director. The Director shall include with the certified letter a copy of the Rules and Regulations Governing Administrative Withdrawal.

4. If the student does not request a hearing with the Director or take action satisfactory to the Director to resolve the matter within the time allotted in paragraph 3 of this section, the Director shall administratively withdraw the student from the University no sooner than the fifteenth calendar day following the mailing of the notice provided for in said paragraph.

5. If a student requests a hearing within the time allotted in paragraph 3 of this section, the Director shall schedule a hearing at the earliest practicable date. If the Director decides in favor of the administrative withdrawal, the Director shall forthwith withdraw the student.

B. Procedures to be applied to cases brought under conditions B and C of Section I.

1. The appropriate administrative official may recommend to the Administrative Withdrawal Review Committee that a student be administratively withdrawn from the University.

2. The administrative official shall make his or her recommendation in writing to the Administrative Withdrawal Review Committee detailing his or her compliance with the following requirements:

a. The recommendation must be based on one of the grounds set forth in Section I.B or C;

b. The facts upon which the recommendation is based must be ascertained and stated precisely and accurately;

c. An attempt to resolve the matter must have been made by the administrative official by mailing to the student at his or her last known address a written notice of the proposed recommendation for withdrawal and the reasons therefore, such matter not having been successfully resolved within fourteen calendar days of the mailing of said notice.

3. If the Administrative Withdrawal Review Committee is satisfied that the conditions specified in paragraph 2 of this section have been satisfied, it shall send a certified letter to the student at his or her last known address setting forth the recommendation for withdrawal and reasons therefore and notifying said student that he or she may within fourteen calendar days after said letter is mailed request a hearing on the matter with the Committee.

4. If the student does not request a hearing with the Committee or take action satisfactory to the Committee to resolve the matter within the time allotted in paragraph 3 of this section, the Committee shall instruct the Director of the Office of Registration and Records to administratively withdraw the student no sooner than the fifteenth calendar day following the mailing of the notice provided for in said paragraph.

Administrative Withdrawal

5. If a student requests a hearing with the Committee within the time allotted in paragraph 3 of this section, the Committee shall schedule a hearing at the earliest practicable date. The student shall have the right to testify and to present witnesses or such other evidence as may be relevant; in addition the student shall have the right to have a physician or attorney present, to cross-examine witnesses, or all of these. The Committee shall hear the case and decide whether facts exist which warrant administrative withdrawal under Section I.B or C. If the committee decides in favor of administrative withdrawal it shall submit to the student a written statement of its findings, its decision, and the conditions under which the student may be reinstated.

6. The student may appeal a decision by the Committee in favor of withdrawal to the Vice Chancellor for Student Affairs within seven calendar days of the Committee's decision. If the student does not appeal the Committee's decision within the seven calendar days allotted, the Committee shall instruct the Director of the Office of Registrations and Records to withdraw the student. If the student does appeal to the Vice Chancellor for Student Affairs within the time allotted, the Vice Chancellor shall schedule an appointment at the earliest practicable date and at that time shall confer with the student, accompanied by counsel if the student so wishes, regarding the Committee's finding, decision, and determination of reinstatement conditions. If the Vice Chancellor affirms the Committee's decision, he or she shall notify the student of his or her decision, and instruct the Director of the Office of Registration and Records to withdraw the student. On appeal from the student, the Vice Chancellor for Student Affairs may modify the reinstatement conditions.

Section IV. Reinstatement

A. Reinstatement from administrative withdrawal brought under the conditions of Section I.A.
   1. Any student who has been administratively withdrawn under Section I.A may make arrangements with the Director of the Office of Registration and Records for the resolution of the matter. Upon such a resolution satisfactory with the Director, the Director shall forthwith reinstate the student to active enrollment status. The determination of whether a reinstated student shall receive credit for the period for which he or she was withdrawn shall be made by the instructor for each course involved.

   2. A student who fails to resolve the matter in the semester during which he or she is withdrawn can be reinstated in a subsequent semester upon satisfaction of the administrative requirements at issue in the University's withdrawal of the student.

B. Reinstatement from administrative withdrawal brought under conditions B or C of Section I.

   Any student who has been administratively withdrawn under conditions B or C shall be reinstated only upon satisfaction of the conditions established by the Administrative Withdrawal Review Committee, or by the Vice Chancellor for Student Affairs where the Vice Chancellor has changed reinstatement conditions appealed by the student.

Section V. Administrative Withdrawal Review Committee

The Administrative Withdrawal Review Committee shall be appointed each year by the Chancellor. The Director of the Office of Registration and Records shall not be a member of said Committee except that the Director shall sit in place of a regular member in any case wherein said regular member is the administrative official recommending withdrawal. The Committee shall be empowered to make decisions concerning administrative withdrawal as provided above.

Right to Review University Records

Educational Rights and Privacy Act

In accordance with Public Law 93-38, the University wishes to inform all UMass/Boston students of their rights to review their education records on file at the University.

Education records include those records, files, documents, and other materials which contain information directly related to a student, and which are maintained by the University or by a person acting for the University under the Educational Rights and Privacy Act.

Any UMass/Boston student wishing to examine his or her education record should so request one of the following offices directly:
Admissions
Dean's Office
Financial Aid
Health Service
Registration and Records

(NOTE: Other offices sometimes hold copies of education records for their use. Students desiring information on these offices should contact the Office of Student Affairs.)

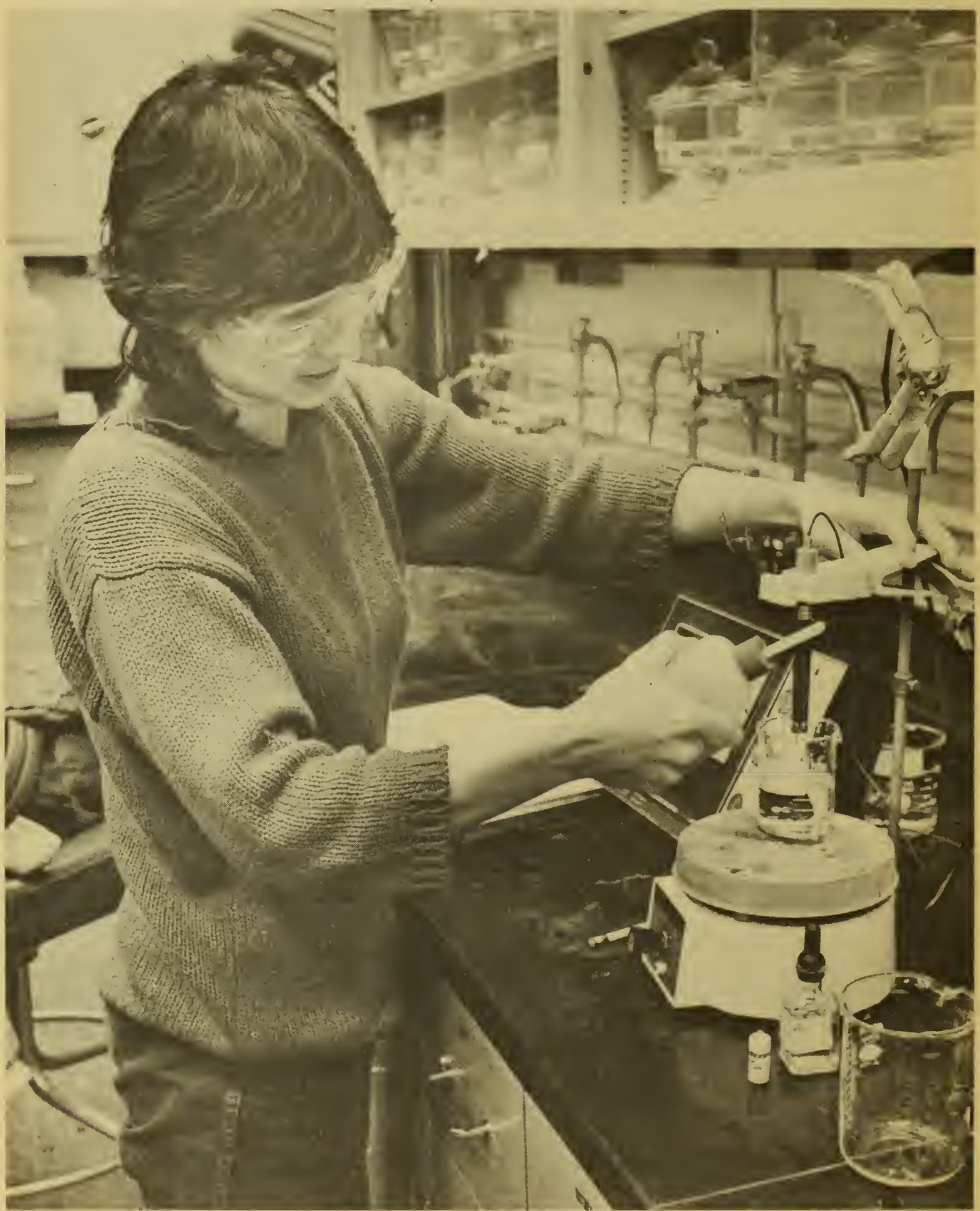
Students must produce proper identification before viewing their records. Although the law allows 45 days from the request date before access to records must be granted, most UMass/Boston offices will try to satisfy written requests within a few days. Students should note, however, that certain education records are regarded as confidential, and that the availability of the information contained therein is limited (for instance: medical records, parents' financial records).

The Privacy Act of 1974 also limits the ability of educational institutions to release information from a student's education record to third parties—except for data regarded as "directory information." While at present there is no directory published for students at UMass/Boston, the University regards a student's name, address, collegiate affiliation, status, officially recognized activities, and graduating class as "directory information" and thus reserves the right to release that information to third parties, unless the student has requested that the information not be released without his or her prior consent.

If a student requests a copy of any part of his or her education record, either for personal use or for release to a third party, the student shall incur the cost of copying not to exceed $5.00.

Any questions and/or challenges concerning these matters should be addressed to the Office of Student Affairs, Administration Building, Third Floor.

The College of Arts and Sciences



The College

CAS: An Education for Life and Work

In many ways, UMass/Boston's College of Arts and Sciences (CAS) is like arts and sciences colleges at other major universities throughout the United States. Here, in CAS, students can obtain a broad exposure to the full range of academic subjects. Here, too, students can pursue advanced undergraduate work in almost every academic discipline. Here, finally, undergraduate students work with a faculty that is actively contributing to knowledge through scholarly work.

The unusual qualities of the CAS program become apparent when it is compared with other university-level programs in the arts and sciences. Our faculty gives great emphasis to undergraduate teaching, and most of our courses meet in sections of modest size with full-time members of the senior faculty. Our curriculum offers many opportunities for applied, occupational studies, so that students not planning to attend graduate school can develop useful skills while also obtaining a liberal education. Finally, we stress flexibility in our offerings: the curriculum is available to part-time as well as full-time students on both daytime and evening schedules.

The Program

The Core Curriculum: The first goal of a liberal education is to help students develop those skills, interests, and understandings that constitute the collective inheritance of our time and culture from the history of human civilization. Our Core Curriculum pursues this purpose by requiring beginning students to complete coursework in six or seven broad areas of knowledge and to achieve the levels of proficiency in writing, thinking, and mathematical reasoning appropriate for advanced work in a university setting.

The Major: To insure that the breadth of learning developed through the Core is balanced by in-depth understanding in at least one field, the College requires each student to complete a major program involving ten to twelve courses. The major programs are designed to help students prepare for graduate school, for employment, or for thorough exploration of an area of personal interest. The College offers major programs in 24 academic disciplines, and many of these majors contain a number of alternative tracks. Students wishing to develop major programs of their own design may do so with faculty guidance through a special individual major option.

Other Programs: In addition to the Core and major programs, CAS offers students a number of opportunities to pursue their interests through organized course sequences: minors within departments, interdisciplinary and career-oriented programs of study, and programs offering certificates to non-degree-seeking students.

The table on the opposite page summarizes the programs available in the College of Arts and Sciences.

The Faculty

The heart of any college is its faculty. The faculty of CAS is a group of men and women trained at the great universities of the world and actively engaged in scholarly research, many of whom have achieved national and international recognition in their fields. CAS faculty members have been honored by a wide range of professional organizations, have won such prestigious fellowships as Fulbrights and Guggenheims, have been selected as Danforth Associates, and have been awarded numerous grants by both private foundations and government agencies.

The pursuit of excellence in scholarship goes hand in hand with the pursuit of excellence in teaching—and the faculty of CAS is, above all, a teaching faculty. Unlike many institutions, at which much of the undergraduate teaching is done by graduate students and teaching assistants, CAS bases its curriculum on classroom instruction by full-time members of the regular faculty. CAS students benefit daily, in lecture halls, seminar rooms, and laboratories, from the guidance of experienced and dedicated teachers.

Students and Student Life

CAS enrolls a student body broadly representative of the population of the Boston metropolitan area. In recent years nearly two thirds of our students have come from the residential communities surrounding Boston, while another third have come from the public and parochial schools of the city itself. The College also enrolls a large number of students from other states and nations. Most of our students are contributing to the cost of their education by working, and many are financially self-supporting. A large percentage of our students are older than traditional college age; many are married and have families. Educators have recognized for years that students learn as much from each other as from their teachers, and we regard the diversity of our students as one of the great educational assets of CAS.

Student life at the college is enriched by a wide array of facilities and organizations that support extracurricular activities. In the Clark Athletic Center, students enjoy intramural as well as intercollegiate sports. There are opportunities to participate in plays, concerts, radio broadcasting, the student newspaper and the literary magazine. There are numerous clubs and organizations for students with interests ranging from politics to rock music to sailing. Most academic departments sponsor clubs that conduct programs related to students' academic interests. Since all our students are commuters, and many also work, life in CAS is not like life at a residential campus in a rural setting. Nevertheless, many at CAS do take advantage of these opportunities to join with fellow-students in activities that enrich their educational experience.

A Guide to CAS Undergraduate Academic Offerings

Academic Majors

An academic major provides an opportunity for in-depth study in a specific discipline. A major consists of at least ten courses.

Anthropology
Anthropology and History
Art
Biology
Biology and Medical Technology
Black Studies
Chemistry
Classical Studies
Computer Science
Earth Science
Economics
Engineering Physics
English
French
Geography
German
Greek
Greek and Latin
History
Italian
Mathematics (Pure or Applied)
Music
Philosophy
Philosophy and Psychology
Political Science
Psychology
Physics
Russian
Sociology
Spanish
Theatre Arts

Academic Minors

An academic minor is a sequence of at least six courses in a field for which there is a major. At least a third of the courses in the minor are advanced. Minors are optional.

Anthropology
Biology
Earth Science
Economics
English
French
Geography
German
History
Italian
Management
Music
Philosophy
Political Science
Psychology
Russian
Sociology
Spanish
Theatre Arts

Programs of Study

Programs of study are groupings of courses that offer significant exposure to a field of interdisciplinary study or relate to a specific set of skills. Some programs are offered by one or more departments; others are free-standing academic units.

American Studies
Biobehavioral Studies
Biology of Human Populations
Black Studies
Communication
Computer Science
Creative Writing
East Asian Studies
Engineering
Health Care Studies
International Relations
Irish Studies
Latin American Studies
Law and Justice
Linguistics
Marxist Studies
New England Historical Archaeology
New England Prehistoric Archaelogy
Psychometrics
Public Policy
Study of Religion
Technical Writing
Translation (Spanish)
Urban Studies
Women's Studies

Programs Offering Certificates to Non-Degree-Seeking Students

Several of the programs of study listed above are open to students who are not seeking a degree. For more information, contact individual program directors.

Biology of Human Populations
Communication
Computer Science
Creative Writing
Health Care Studies
International Relations
Law and Justice
Marxist Studies
New England Historical Archaeology
New England Prehistoric Archaeology
Technical Writing
Translation (Spanish)
Urban Studies
Women's Studies

A Guide to CAS Undergraduate Academic Offerings

Career Oriented Applied Options

Many of the college's departmental and program offerings are organized so as to focus on specific career possibilities. These include:

Alcoholism
Applied Social Anthropology
Applied Mathematics
Archaeology: New England Historical
Archaeology: New England Prehistoric
Communication
Computer Science
Corrections
Engineering
Engineering Physics
Health Care Studies
International Relations
Management
Medical Technology
Psychometrics
Public Policy
Teacher Education
Technical Writing
Translation: Spanish
Urban Environmental Planning
Urban Social Services

Graduation Requirements

Basic Requirements

Bachelor of Arts

To earn the degree of Bachelor of Arts, a student must acquire a total of 120 credits and satisfy the requirements of a major from among the offerings of the College of Arts and Sciences. (In special cases a student may design an individual major curriculum. Guidelines for such majors appear on a following page.) Of the required 120 credits, a maximum of four may be earned in Academic Skills courses.

Bachelor of Science

Students majoring in biology, chemistry, earth science, mathematics and computer science, physics, or psychology may earn a Bachelor of Science degree. To qualify for the BS degree a student must meet all the requirements for the BA degree and complete six semester courses outside the major discipline from any of the following Departments: Biology, Chemistry, Geography and Earth Science, Mathematics and Computer Science (beyond 130), Physics, or Psychology. Students should consult departmental program descriptions to learn which courses are or are not acceptable for the B.S. degree. Each student must take one laboratory course, designated for the B.S. degree requirement, either within or outside his or her major discipline. A final requirement involves statistics; each departmental description states which courses fulfill this requirement. Students should consult the listings of the Departments of Biology, Chemistry, Geography and Earth Science, Mathematics and Computer Science, Physics, and Psychology for more details on the major requirements for the B.S. degree.

Requirements for Students Admitted in September, 1979, and After

The Core Curriculum

The requirements of the Core Curriculum apply to all students who entered the College in September, 1979 and after. The Core Curriculum offers specially designated, carefully designed courses in seven broad areas of knowledge:

The Arts
Philosophical and Humanistic Studies
Historical and Cultural Studies
Social and Behavioral Sciences
Foreign Languages
Mathematics and Computer Languages
Natural Sciences

These courses seek to introduce students to the kind of learning that broadens awareness, deepens understanding, poses alternatives, and informs decisions. Core courses pay particular attention to such fundamental academic skills as critical thinking, expository writing, mathematical reasoning, and foreign language ability.

Identification of Core Courses

All courses that satisfy core requirements are identified by the prefix "C," "D," or "E" preceding the course number. "C" courses, taught in smaller classes than usual, offer instruction in expository writing and critical thinking, or in mathematical reasoning, in the core areas of the Arts, Philosophical and Humanistic Studies, Historic and Cultural Studies, and Social and Behavioral Sciences.

"D" courses, offered in the areas of Foreign Languages, Mathematics and Computer Languages, and Natural Sciences, provide basic instruction in the particular skills associated with these disciplines. "E" courses are electives which focus on specific academic fields within each of the seven core areas. "C," "D," and "E" courses are offered at both the introductory (100) and intermediate (200) levels.

Wherever course descriptions appear in this catalog, offerings that satisfy Core Curriculum requirements are listed first. To learn which core courses are to be offered in a given semester, students should consult the Schedule of Courses before registration.

Core Requirements

1. Students must complete twelve core courses and must include, in that total, courses from at least six of the seven areas listed above.
2. Of the twelve courses, *thr*ee may be from one area, and no more than *two* may be from any other area.
3. The twelve courses must include
   a. three "C" courses at the 100 level,
   b. two "C" courses at the 200 level,
   c. three "D" courses, and
   d. four additional selections, which can be "D" and/or "E" courses.

   Note: at least one "D" *OR* one "E" course must be at the 200 level.
4. For students admitted on or after September 1st, 1985, no "C" courses beyond the required five may be applied to the core requirement, or counted toward graduation.

For students admitted between September 1st, 1979, and September 1st, 1985, this restriction does not apply. Beyond five required "C" courses, the rest of their twelve core courses may include any combination of "C," "D," or "E" courses in appropriate areas.

Waivers

Students who present evidence through placement scores or transcripts of intermediate proficiency (equivalent to the fourth semester of college) in a foreign language may waive two core courses in the Foreign Languages area. Students who present such evidence of proficiency in mathematics equivalent to college calculus (Math D140, D141) may waive two core courses in the area of Mathematics and Computer Languages. Each waiver reduces by two the total of required core courses. Students with one waiver are required to take only ten core courses; those with both waivers are required to take only eight. Students with a foreign language waiver may take as part of their core requirement one foreign language course beyond the intermediate level; those with a mathematics waiver may take as part of their core requirement one mathematics course beyond the level of Math D141.

Writing Requirements

Freshman Writing. In addition to the core requirements listed above, all students must take a year of freshman writing, or gain a waiver by examination.

Proficiency in Writing. Both the overall design of the Core Curriculum and the materials and methods of individual core courses help students acquire academic proficiency in critical thinking, in using a foreign language, in mathematics, and in the sciences. Crucial to this proficiency is the ability to present ideas effectively in written English, in prose which is clear, correct, accurate, and persuasive; an ability developed through the core courses and through the Freshman Writing requirement. Because this ability is so important, the College requires all students to demonstrate it before the beginning of their junior year, either by passing a Writing Proficiency Examination, or by submitting a satisfactory portfolio of papers. Further information about the Writing Proficiency Requirement is available from the College's Office of Academic Support and Advising.

Graduation Requirements

Transfer Credits. Approved courses from other institutions may be accepted as part of the core requirement within the appropriate core areas. Once the student has transferred, the rest of the core requirement must be completed at the College.

Requirements for Students Admitted Before September, 1979

Each student is required to take one year of training in writing, normally during the freshman year. Several different courses can be taken by students who have yet to complete this requirement. Students should contact the CAS Office of Academic Support and Advising for further information.

Any student who entered as a freshman in September of 1978 and all students who entered in January, 1979, must complete the Writing Proficiency requirement before the beginning of the junior year, either by passing the Proficiency Exam or submitting a satisfactory portfolio of papers. Further information about the Writing Proficiency requirement is available from the Office of Academic Support and Advising.

In addition, each student shall complete a pattern of courses from the academic areas listed below. Students who entered the College before September, 1979, may fulfill the area requirement under one of two options:

Option 1

In this option each student must take twelve semester courses from among the following six areas:

Historical and Cultural Studies
Foreign Languages
Philosophy, the Arts, Literature
Mathematics, Computer Language, Statistics
Natural Sciences
Social and Behavioral Sciences

In fulfilling this distribution requirement the student may concentrate the courses in four areas, or may distribute them over five or six areas. In any case the student must complete a minimum of two courses in each of four areas. No more than three courses may be counted in a single area. In cases where a course may be appropriate to the requirements in more than one area, the student may count it in only one, unless otherwise specified in the course description. Freshman writing courses, honors courses in the majors, independent studies courses, special topics courses, and certain applied courses do not meet the distribution requirement. Students who have successfully completed a foreign language course at the 200 level, or who have passed an examination determining intermediate proficiency, need take only nine courses (in at least three areas other than foreign languages) to meet the distribution requirement. Foreign language courses offered to meet the distribution requirement must all be in the same language.

Students seeking the BS degree who demonstrate introductory proficiency in a foreign language need take only nine courses (in at least three areas other than foreign languages) to meet the distribution requirement.

Option 2

This option requires that students take three semester courses in the social sciences, of which at least one must be in history and at least one in another discipline. Students must also take three semester courses in natural sciences or mathematics, of which at least two must be taken in the same discipline, and at least one in natural science.

Students must also complete four semester courses in a foreign language at the introductory and intermediate levels. Students who demonstrate proficiency in a foreign language at the intermediate level shall be exempt from this language requirement. Those who have successfully completed two years of foreign language in high school or otherwise demonstrate proficiency at the elementary level shall take two semester courses either in a foreign language at the intermediate level or in foreign literature in translation. Students seeking the BS degree may meet the language requirement by demonstrating proficiency at the introductory level.

Courses Involving More Than One Department

Cross-Listed Courses

A single course may appear in the catalog in the course listings of two different departments. Such cross-listed courses may be taken for credit toward the requirements of either or both departments, unless otherwise indicated. Cross-listed courses are designated by the prefix "L," and both departments are also designated. For example: **AmSt LE210 (WoSt LE210) American Dreams/American Realities.** This is an intermediate-level course (210), which is also a core course (as indicated by the prefix "E"), *and* a cross-listed course (as indicated by the "L"), in American Studies and Women's Studies. A single cross-listed course may not be taken more than once; i.e., a student who takes AmSt LE210 may not subsequently take WoSt LE 210.

Humanities Courses and Interdisciplinary Courses

Some courses, though taught by faculty of specific departments, have a broader focus. Others are taught by faculty from more than one department. All these courses are listed either under Humanities or under Interdisciplinary Studies, which are separate sections of this catalog. The departments involved are listed in parentheses as a prefix to the course. For example: **Interd 354 (Biol and Chem)**; **Human C271 (Ger).**

Course Load for Full-time Students

Students may normally enroll for no more than five courses per semester. After a student's first semester, the student may take one additional course per semester under the following conditions:

1. the student's overall grade point average must be 3.0 (or above) or the student's grade point average for the previous semester must be 3.5 (or above); *and*
2. written permission must be secured from those the Dean of the College has designated (Associate/Assistant Dean for Academic Studies).

Office of Academic Support and Advising

The Office of Academic Support and Advising of the College of Arts and Sciences offers a comprehensive program designed to enable students to succeed in their studies. The focus of the program is on academic advising, academic skills instruction, and tutorials, but students are invited to seek assistance through this office with any problems that impinge on their academic careers.

Academic Advising

Freshmen meet faculty advisors during the week of Freshman Orientation and continue through the year with the same group of advisors. When a student declares a major, usually in the sophomore year, an advisor is assigned by the academic department of the major program. Undeclared majors are advised through the Office of Academic Support and Advising. Students who do not know their assigned advisors should consult the Office of Academic Support and Advising. Student Peer Advisors are also available to help students become oriented to the College.

Academic Skills Instruction

All new students in the College of Arts and Sciences are given a series of tests to help them assess their academic strengths and weaknesses; they are then encouraged to participate in those programs which most clearly meet their needs. The Office of Academic Support and Advising offers credit-bearing Academic Skills courses, non-credit workshops, and individual tutorials in general study skills, reading, writing, and mathematics. A Reading and Study Skills Workshop and a Mathematics Resource Center are associated with the Office. Detailed descriptions, schedules, and locations for these offerings are posted in the Office of Academic Support and Advising.

General Counseling

Students in the College will find skilled advisors in the Office of Academic Support and Advising to assist with such problems as course withdrawals, withdrawals from the University, grievances, letters of recommendation for post-graduate study or work, choices of program or major, and referrals for assistance to other University services.

Special Programs

CAS Honors Program

The Honors Program in the College of Arts and Sciences offers special opportunities for incoming freshmen and for sophomore transfers. A student already enrolled in the University who has not completed more than 32 credits of work may also apply for admittance to the program. Eligibility depends upon evidence of intellectual achievement. To be considered for the program students should request interviews with the Program Director.

The curriculum has been constructed to encourage excellence in writing, verbal exchange, mathematical thinking, and language ability in order to give each student a broad and strong preparation for advanced work in his or her major field of study. This is done through the requirements, the interdisciplinary seminars, mini courses on special topics, and tutorial work.

One great benefit of the Honors Program is a format and an organization that allow highly committed students to meet one another. Yet, since they are also enrolled in non-honors courses, the program does not in any way isolate them from the richness and diversity of the College as a whole. Further, in formal and informal situations they will have the opportunity to encounter a variety of faculty members.

Requirements

Freshman year:

1. Two semesters of Honors English composition
2. One semester of interdisciplinary work in the Freshman Honors Seminar (a 3-credit Core course)

   The Freshman Honors Seminar is a survey of the different areas of scholarship and research which make up the liberal arts curriculum. Beginning with a review of the nature of knowledge and its varied forms, the course examines and compares types of questions, research methods, modes of discourse and the values inherent in the various disciplines.
3. Three one-credit mini courses selected from the Honors roster of mini courses

Sophomore year:

1. One semester of interdisciplinary work in the Sophomore Honors Seminar (a 3-credit Core Course).

   The Sophomore Honors Seminar investigates issues raised by the interaction of individual personalities and history. What problems does a biographer face—and what solutions are available—when he or she seeks to record the shape of an individual life, and at the same time to recreate the historical context and process within which that shape evolved? In what ways do the developmental phases and crises of the individual life interact with the peculiar dynamics of the historical moment?

   Each semester the Seminar studies different historical personalities. The choices change each year.
2. One semester of tutorial work with a faculty member in an area of study selected by the student (3 credits).
3. The Honors Program also requires two semesters of work at the intermediate level in both a foreign language and mathematics. Students who have demonstrated proficiency in either may be exempt from the requirement. Students must be full time and maintain a 2.75 average or better in order to fulfill the program's requirements and to receive the notation of "honors" on their transcripts at the end of the academic year.

Individual Majors Curriculum

The individual major special option is intended for students whose interests and goals make it advisable for them to set up an individualized program of study which differs from programs with standard requirements. The purpose of this academic option is to encourage exploration and the pursuit of individual interests and goals. A student may develop a major program from existing interdisciplinary concentrations or design a major program drawn from the offerings of several academic areas within the College. A student seeking admission to this option will be expected to prepare a proposal containing an articulation of his or her interests and goals and an explanation of the relationship between these goals and the courses the student intends to take.

The following guidelines have been developed for the implementation of the Individual Majors Curriculum:

Format of Proposals
In consultation with his or her advisor the student will prepare a proposal which will contain:

1. A rationale for wishing to pursue an individual program of study.
2. An articulation of the student's interests and goals. If a student states professional or graduate school plans then the proposal should show an awareness of the academic prerequisites.
3. A consideration of the relationship between the courses selected and the student's goals.

Evaluation of Proposals

1. Each proposal must be submitted to the student's advisor. The advisor may approve the proposal as written, may reject it as inappropriate, or may return it to the student with a request to resubmit the proposal in revised form.
2. All proposals initially approved by advisors are transmitted by the Academic Support and Advising Office to the Senate Committee on Majors, Honors and Special Programs for evaluation.
3. Proposals should be submitted to the Senate Committee on Majors, Honors and Special Programs in the second semester of the sophomore year before the accumulation of 60 credits, either before Nov. 1 in the fall semester or before March 1 of the spring semester. Transfer students' proposals may be submitted in the first or second semester of the junior year.

English as a Second Language Center

The English as a Second Language Center serves students whose native language is not English. It offers intensive coursework in listening/speaking, reading, grammar, and writing. It also helps orient students to the University, provides them with advising information, and monitors their progress. Students taking courses offered through the Center are provisionally admitted to the University. After successfully completing these courses, students proceed from provisional to full admission to the University and take ESL sections of Freshman Writing, offered through the English Department (see English).

Special Programs

Project Explore

Project Explore is a University of Massachusetts at Boston program which encourages minority and disadvantaged youths to enter professional careers in medicine, science, mathematics and engineering. The Project has four components. *Workshops for High School Youths:* these are designed to recruit young people and to apprise them of the variety of occupations available in these fields and of the education needed to enter them. *Summer Science Prep Course:* first year students admitted to UMass/Boston are invited to take an intensive four week summer course that includes introductory biology, chemistry, physics, and mathematics. *Seminar in Science and Health:* this is a one-credit course open to first year UMass/Boston students who wish to explore career options, personal interests, motivations, and strengths for careers in science and health. *Academic and Career Advising:* Students are encouraged to meet regularly with faculty members and personnel from career and academic support services.

Minor in Management

Students in the College of Arts and Sciences may take a minor in management through a program offered in cooperation with the College of Management. The purpose of this program is to permit students with a primary interest in one of the liberal arts disciplines to acquire skills and knowledge that will be of value in pursuing managerial careers. The minor is a sequence of six courses: Financial Accounting; Managerial Accounting; three of the following courses: Financial Management, Theory and Practice of Management, Operations Management, Principles of Marketing; and one additional 300 or 400 level course. Admission to this program is competitive and by application only. For information about prerequisites and applying see the Office of Academic Support and Advising.

CAS and Education

Teacher preparation programs at the University of Massachusetts at Boston are housed in the Institute for Learning and Teaching. Programs in elementary education, early childhood education, and secondary education all require a solid foundation in the liberal arts. Students in elementary and early childhood education must complete CAS Core Requirements and a concentration (27 credit hours) in a CAS discipline. See the "Elementary Education" catalog entry for the list of disciplines. Students applicable in secondary education must complete a major in CAS; teacher certification is available in the following subject areas: Biology, Chemistry, Earth Science, English, English as a Second Language, French, Geography, History, Italian, Mathematics, Music, Physics, Spanish, and Transitional-Bilingual Education.

For more information consult the "Secondary Education" catalog entry.

Engineering Program

In cooperation with the University of Massachusetts at Amherst, UMass/Boston conducts a two-year introductory program in engineering. The program makes it possible for students to live and work in the Boston area while completing at least half of the course work required for the Bachelor's Degree in Engineering.

Students who are admitted to the program and successfully complete it are guaranteed admission to the School of Engineering at UMass/Amherst. For students who wish to remain in the Boston area, a similar exchange agreement is in effect with the Engineering School at Northeastern University. For students majoring in electrical engineering, additional exchange agreements with local private institutions have been established: electrical engineering majors who complete the program satisfactorily may transfer to Boston University, Tufts University, or Wentworth Institute, as well as Northeastern University. A special state-appropriated subsidy will allow students who transfer to these private institutions to complete the last two years of the program at a tuition rate of no more than $2,500 per year.

Cooperative Education/Internship Program

The Co-op/Internship Program places UMass/Boston students in work assignments which relate directly to their fields of study. The object of the program is to provide students with opportunities to apply what they learn in the classroom in practical work settings. For more information, see the "Cooperative Education/Internship Program" catalog entry.

Developmental Studies and Freshman Studies Programs

The Developmental Studies Program provides a pre-matriculation summer program for a selected group of students who lack the traditional credentials for admission to college, but who show promise of benefiting from a university education. It offers intensive Academic Skills courses in reading, writing, mathematics, and study skills. Those students who successfully complete the program are admitted to the College of Arts and Sciences in the fall.

The Freshman Studies Program provides special services to students who need extra help during their freshman year. In addition to academic support it offers individual advising and enrichment activities. Most students who are matriculated through the Developmental Studies Program will participate in the Freshman Studies Program during the succeeding year.

Students in the program enroll in FrSt C101 (Freshman Studies Seminar), a three-credit Core course in the area of historical and cultural studies. This course focuses on ways of gathering and ordering information. It provides both an introduction to the Core Curriculum and an opportunity to apply the skills developed in the Academic Skills sequence to an extended research project. Faculty for the seminar are drawn from different academic departments; each section focuses on a different topic. Topics have included: "From Childhood to Adulthood: a Cross-Cultural Investigation"; "Community as a Context for Cultural and Social History"; "Exploring Science and Technology: a Historical Approach"; "Concepts of Crime, Justice, and Punishment;" and "Humor."

Pre-Law and Pre-Medical Advising

The University conducts advising programs for students considering both legal and medical careers. Program advisors suggest courses and activities appropriate as preparation for these careers and provide information about procedures for applying to law and medical schools. (In past years, the percentage of UMass/Boston applicants admitted to law and medical schools has been high.) Interested students should contact the Office of Career Services.

Note:

For detailed information about CAS academic programs, statements of requirements, and course descriptions, refer to the individual sections for departments, programs, and areas of study in the following pages. For information about the range of offerings each semester, confer with departmental or program advisors and consult the schedules issued by the Office of Registration and Records.

American Studies Program

Faculty

Lois Rudnick, Associate Professor and Director; Professors Irving Bartlett and Fredrick Danker

The Program

The American Studies Program is the special means in the College of Arts and Sciences of providing students with wide-ranging yet coherent opportunities to study the rich complexities of the United States—its people and their history, institutions, ideals, achievements, and aspirations.

Students can develop broad perspectives from which to understand their own experience and that of other Americans, past and present. In order to accomplish this, the American Studies Program offers its own courses, which may be taken by all students in the University, and a program of study which students may take as a complement to their major. Students may also major in American studies by means of the individually designed major option. The program provides opportunities for independent research, field work, internships, honors work, a 15-credit Nantucket Semester, and guided research utilizing the resources of the Kennedy Library.

Courses the Program Offers

For Freshmen: Entering freshmen interested in American studies may enroll in C100, Living History: The Oral and Material Folk Culture of New England, in E101, Popular Culture in America, or in other 100 level courses varying in topic.

For Sophomores: Sophomores interested in American studies should enroll in at least one of the following courses: History 265-266 (American History I or II), English 230-231 (Introduction to American Literature I or II), or American Studies LE210, American Dreams/American Realities: Men and Women in Society and Culture, 1600–1860. The program also offers a series of "decades" courses, which focus on traditions, practices, beliefs and values in American life during a specific decade, and study the interplay among social, economic, and political trends specific to the time. Some examples are: the 1920s, 1930s, 1950s, 1960s and the 1980s.

For Juniors and Seniors: Any junior or senior who has completed the prerequisite or received the permission of the instructor may enroll in one or more of several different American Studies colloquia. Colloquia are designed to introduce students to the interdisciplinary study of American culture and society by examining specific local, regional, or national topics. Each colloquium is based upon informal but informed discussion, in which students are expected to participate actively, under the direction of a faculty member. Students receive three credits for the completion of each colloquium.

The following colloquia are offered every year or every other year.

AmSt 301 Childhood in America
AmSt 302 The Concept of Culture and the Study of the City
AmSt 303 Charlestown—the Historical Study of an Old Neighborhood
AmSt 304 The New South—an Exploration in American Regionalism
AmSt 305 The Immigrant Experience
AmSt 306 Irish American Literature and Culture
AmSt 307 Civil War Culture
AmSt 308 The Search for Community in America
AmSt 309 Exploitation, Conservation, and Ecological Change
AmSt 310 Television in American Life
AmSt 311 America Talks: Theory and Practice of Oral History
AmSt 312 Country Music and American Culture
AmSt 313 Pioneer Men and Women
AmSt 314 Popular Culture in America
AmSt 315 Cultural Visions of the American Revolution
AmSt 320 Moby Dick in Context

Ordinarily, colloquia may count toward the major requirements of the department to which the instructor belongs as well as toward the American studies program of study or major.

Other courses: During the fall semester, the American Studies Program offers the five AmSt courses which comprise the Nantucket Semester.

Five additional courses are available whenever needed by qualified students:

AmSt 300 Adjunct Tutorial, 1 to 3 credits
AmSt 478, 479 Independent Study I and II, 1 to 3 credits
AmSt 498, 499 Honors Work I and II, 1 to 3 credits

Adjunct Tutorial and Field Work

Whenever appropriate and feasible, each colloquium may be extended to include a 1-to-3 credit research project, or a 1-to-3 credit field work project. Students accepted for a colloquium research project or for field work will enroll in AmSt 300 (Adjunct Tutorial). Course credits will depend upon the nature of the work and the amount of time spent on the project. Interested students should consult the instructor of the colloquium in conjunction with which the student wishes to do a research project or field work.

In addition, field work in American studies is a feature of the Nantucket Semester.

Requirements and Recommendations

The Program of Study

Students with a sustained interest in American studies—regardless of their major department—may complete a program of study in American studies. That accomplishment is recorded on their official transcripts.

A minimum of six courses is required for the program of study. Of these, two must be American studies colloquia. The remainder must be chosen from among more than 100 courses which are offered by other departments and programs, and which are relevant to American studies. The courses selected must have a common *focus*: that is, they should share some clearly defined theme or issue in American culture and society, past or present. And the courses selected must represent at least two different disciplines. Two, but not more than two, of the six courses may also count toward the student's departmental major.

Here are examples of themes which might give the required coherence to a program of study: a focus on religion; an Afro-American focus; an urban focus; an environmental studies focus; a study-of-technology focus; a public affairs or public service focus; a Nantucket Island focus (the program of study requires only one colloquium for students electing the five-course Nantucket Semester).

Given the large number and range of courses on American themes and issues offered by departments and programs, the program of study should be able to accommodate the special interests of every student genuinely committed to pursuing American studies. Of course faculty advisors will be available to assist students in articulating a *focus*, and in selecting appropriate courses.

American Studies

The Major

In consultation with a faculty advisor, students may develop a plan for a major in American studies by taking advantage of the individually-designed major option. This plan must be approved by the American Studies Committee, and by the Majors, Honors, and Special Programs Committee of the College.

The minimum requirements for the major are: either History E265-266 (American History I and II) or English E230-231 (Introduction to American Literature I and II), and at least ten courses above the introductory level; of these ten courses at least two must be American studies colloquia and the remainder should form a coherent pattern as in the *focus* of a program of study.

Honors

To be eligible for honors work, a student must be a enrolled in a program of study or major in American studies, and must have a cumulative average of at least 3.3 in the program, and an overall grade-point average of at least 3.0. The student will define the Honors project with the help of an American studies faculty advisor, and will enroll in AmSt 498-499.

Transfer Credit Policy

Transfer credit may be arranged with the permission of the Director of the program.

Independent Research and Study

The American Studies Program offers students two unique opportunities for original research, each involving access to primary source materials and consultation with a sponsoring faculty member: the Nantucket Semester, described below, and independent study at the John Fitzgerald Kennedy Library.

To be granted access to the Kennedy Library collections through the American Studies Program, students must first be admitted to AmSt 478-479 (Independent Study I and II). Projects must be carefully defined and specifically related to materials in the Kennedy Library collection. Each project will be supervised jointly by an American studies faculty advisor and a member of the Kennedy Library staff.

Independent study and honors work may also be done without utilizing the resources of the Kennedy Library.

The Nantucket Semester

The Nantucket Semester provides students with an opportunity to do field-work and original research in American studies. Living and learning on the island during the fall semester, students study the history, culture, and natural environments of Nantucket, learn methods of interdisciplinary research, and undertake an independent study project (under the supervision of a faculty member from the Harbor Campus) which utilizes primary source materials from the archives of the Peter Foulger Museum. Students receive 15 credits for completing the semester, and may count the five courses toward the program of study or the major in American studies.

Students are eligible for the Nantucket Semester in their junior or senior year, and are selected on the basis of intellectual initiative, maturity, and academic interests which can be profitably pursued with the unique resources of Nantucket Island. It is not necessary to be enrolled in the program of study, or to be an American studies major, in order to take the Nantucket Semester.

Detailed information about the Nantucket Semester is available in a brochure which may be obtained from the Director of the American Studies Program.

AmSt C100 Living History: The Oral and Material Folk Culture of New England
Ms Wachs
The course will take an interdisciplinary approach to New England archaeology and material folk culture, focusing on families and local communities, from Puritan Salem to the Shakers, and from the historical museum movement to the present. Students will learn methods for collecting, documenting, and analyzing their own traditions in New England and their own communities.
Core Area: Historical and Cultural Studies.
3 Lect Hrs
3 Credits

AmSt E101 Popular Culture in America
Mr Danker
This course will introduce students to the varieties of popular culture in America, including popular literature, live entertainment, radio, movies, and television. In-depth case studies of particular forms of popular culture, such as humor and music are included. In-class viewing and listening will accompany case studies.
Core Area: Historical and Cultural Studies.
3 Lect Hrs
3 Credits

AmSt C200 Series Contexts and Continuities in American Cultural History
Each section of this series, which introduces students to the Historical and Cultural Studies area of the College's Core Curriculum, focuses on some continuity (a tradition, form, practice, belief, value, or assumption) in American life at a specific time (a year, a decade, or a period) and sometimes in a specific place (a town, city, state or region), and studies the interplay between the continuity and the context of social, economic, and political trends specific to the time and place.

AmSt C202 The Twenties
Staff
A study of the impact of World War I and the post-war social, economic, and political environment on selected issues of American life in the 1920's: the rise of social and political intolerance; the businessman as hero and anti-hero; the "lost" generation; the "New Woman" and the "New Negro."
Core Area: Historical and Cultural Studies.
3 Lect Hrs
3 Credits

AmSt E203 The Thirties
Staff
A study of American society and culture during the years from the Panic of 1929 to the attack on Pearl Harbor in December, 1941, using several kinds of evidence: the accounts of people who lived during the decade, the interpretations of historians, and the representations of artists, writers, and filmmakers. The objective of the course will be to develop an idea of the main characteristics of American society and culture during the 1930's, a conception of the decade's significance, and an increased understanding of the processes of historical and cultural analysis and interpretation.
Core Area: Historical and Cultural Studies.
3 Lect Hrs
3 Credits

AmSt C205 The Fifties
Staff
The course will consider the culture of the 1950's including writers like Kerouac, Ellison, Hemingway, and Miller and phenomena such as the Cold War, McCarthyism, and the "other directedness" that supposedly dominated the period. The work of social scientists like Riesman and Galbraith will be considered as well as that of novelists and playwrights.
Core Area: Historical and Cultural Studies.
3 Lect Hrs
3 Credits

American Studies

AmSt C206 The Sixties
Staff
The course will focus on protest and the role of youth. Who protested and why? Was the phenomenon of the sixties an aberration or part of a larger radical tradition in America? What was the impact on the seventies? Readings will be drawn from the works of participants in the student, black, feminist, and peace protest movements, from the intellectuals who defended and attacked them, and from the growing body of retrospective, analytic, and historical literature which attempts to explain what really happened in that tumultuous decade. Films will be shown when appropriate.
Core Area: Historical and Cultural Studies.
3 Lect Hrs
3 Credits

AmSt E208 The Eighties and Beyond
Staff
A study of what we can expect in the eighties and beyond, based on predictions made in the work of novelists, scientists, and social scientists. The course begins with the fiction of Bellamy and Orwell and moves on to examine the eighties from the perspective of ecology, economics, politics, education, and technology. The course ends with a series of films and readings on the changing American family.
Core Area: Historical and Cultural Studies.
3 Lect Hrs
3 Credits

AmSt LE210 (WoSt LE210) American Dreams/American Realities: Men and Women in Society and Culture 1600–1860
Ms Rudnick, Ms Froines
Documents, diaries, letters, essays, fiction, and art, along with secondary historical and anthropological sources, will be used to compare the dreams and realities of men's and women's lives in America from the first contact between European explorers and native Americans up through the Age of Reform (1830–60). Topics include visions of landscape and nature; contrasting cultures of Indians and Anglo-Americans; family and "women's place"; slavery, working class organization, and women's rights.
Prerequisite: Engl 102.
3 Lect Hrs
3 Credit Hrs

AmSt L301 (Anth L301) Childhood in America
Mr Sieber
An interdisciplinary treatment of conceptions and practices of child nature and nurture in the United States, viewed in the context of American culture and history. The course begins with an historical overview of child life in America, with special attention to Puritan New England, nineteenth-century industrialization and urbanization, and twentieth-century trends. In treating contemporary childhood, the course examines mainstream patterns of the middle and working classes, both rural and urban; Afro-American child and family life; child enculturation among selected American Indian groups; child and family life among Hispanic Americans; the importance of gender as a variable in childhood experience; the growing importance of formal institutions—such as schools, youth organizations, and medical institutions—as environments for the young. Children's own cultural constructions, in the form of games and folklore, are also considered. The course concludes with an examination of selected contemporary policy issues affecting children, such as child abuse, medical intervention, day care, and the Children's Rights Movement.
Prerequisites: Sophomore standing; Hist E265, or Hist E266, or Engl E230, or Engl E231. Previous coursework in American studies, cultural anthropology, or social history is desirable.
3 Lect Hrs
3 Credits

AmSt 302 The Concept of Culture and Study of the City
Mr Katz
An introduction to the concept of culture as a tool of interdisciplinary studies. The meanings of "culture," some alternative ways of defining and using it, and the effects of those uses will be explored through specific texts about the city in general and Boston in particular. The course will include some of the following representative works: Lewis Mumford's *The Culture of Cities* (social philosophy), Oscar Handlin's *Boston's Immigrants* (social history), or Sam Bass Warner's *Streetcar Suburbs* (urban history), Henry James' *The Bostonians* (fiction), Herbert Gans' *The Urban Villagers* (urban sociology), and Martin Green's *The Problem of Boston* (culture criticism).
Prerequisites: Junior or senior standing; Hist E265, or Hist E266, or Engl E230, or Engl E231.
3 Lect Hrs
3 Credits

AmSt 303 Charlestown: The Historical Study of an Old Neighborhood
Mr Brown
Charlestown as a "place," that is, as a neighborhood within the city, whose residents possess a sense of identity shaped by resonances in their common memories of streets, cemeteries, buildings, and monuments. Central to the course will be the role of the Bunker Hill Monument as the single most enduring stimulus to this sense of place. Oren McCleary's film on Charlestown will be viewed; readings in Durrell's *"Landscape and Character,"* Chandler's *Little Sister,* Fiery's *Land Use in Central Boston,* Handlin's *Boston's Immigrants,* Warner's *Streetcar Suburbs,* Washington's *History of the Bunker Hill Monument Association,* Zukowski's *Monumental American Obelisks, Zones of Emergence,* and *The Rehabilitation Planning Game.*
Prerequisites: Junior, senior or graduate standing; and permission of instructor; Hist E265, or Hist E266, or Engl E230, or Engl E231.
3 Lect Hrs
3 Credits

AmSt 304 The New South: A Study in American Regionalism
Mr Robbins
The development and transformation of the South, perhaps this country's most distinctive region, the recent history of which has been marked by conflict with, and accommodation to, the American mainstream. The colloquium will include a review of Southern history, history since reconstruction, an examination of the key changes in class alignments and black-white relationships, and consideration of the "Southern novel." The course will aim at a better assessment of the new political and economic realities which are making possible new "Articles of Conciliation" in the deployment of national power. Readings from such works as Cash: *The Mind of the South,* Dubois: *The Souls of Black Folk,* Reed: *The Sociology of the South,* Sale: *Power Shift,* Key: *Southern Politics,* Silver: *Mississippi,* Franklin: *From Slavery to Freedom,* Woodward: *The Burden of Southern History,* Murray: *The Omni Americans,* Goodwyn: *Democratic Promise,* Bontemps and Conroy: *Anyplace But Here.*
Prerequisites: Junior or senior standing; Hist E265, or Hist E266, or Engl E230, or Engl E231.
3 Lect Hrs
3 Credits

American Studies

AmSt 305 The Immigrant Experience: Aliens and Anglo-Saxons in American Society, 1830–1930
Ms Rudnick
Through letters, essays, autobiography, fiction, film, oral and written history, the course will explore the historical and cultural issues raised by native-born Americans (Anglos) and immigrants (Aliens) who were involved during the late 19th and early 20th centuries in defining the sometimes agonizing process of becoming an American. Representative documents reveal a variety of conflicting views about the process and meaning of Americanization: from the defensive essays of Anglo-Saxon supremacists, through Jane Addams' sensitive witness of immigrant life, the letters, diaries and accounts of immigrants, and two of the most powerful pieces of immigrant fiction in American literature, *Giants in the Earth* and *The Rise of David Levinsky.*
Prerequisites: Junior or senior standing; Hist E265, or Hist E266, or Engl E230, or Engl E231.
3 Lect Hrs
3 Credits

AmSt 307 Civil War Culture
Mr Gittleman
This course is concerned with cultural responses to circumstances and events preceding, during, and following the Civil War. The course will consider novels, short stories, eyewitness narratives by soldiers and war correspondents, commentaries, poems, and popular song lyrics by such writers as Harriet Beecher Stowe, Abraham Lincoln, Ambrose Bierce, Walt Whitman, Herman Melville, John W. DeForest, Harold Frederick, and Stephen Crane. Also studied will be pictures by war-artists (Winslow Homer and Alfred R. Waud), and war-photographers (e.g., Mathew Brady), and commemorative sculpture including a Boston masterpiece by Augustus Saint-Gaudens. Special attention will be given to the involvement of Bostonians, particularly Thomas Wentworth Higginson and Robert Gould Shaw, with regiments of ex-slaves and freeborn black troops, the latter being the famous Massachusetts 54th that trained in the Hyde Park section of Boston and fought so bravely in Charleston Harbor, South Carolina.
Prerequisite: Hist E265, or Hist E266, or Engl E230, or Engl E231.
3 Lect Hrs
3 Credits

AmSt 308 The Search for Community in America
Mr Bartlett
How can men and women in an acquisitive, highly individualistic culture work, live, love, and play in social harmony? The course explores the pursuit of meaningful community life as a central theme in the history of the American mind and imagination through topics like the Puritan village, the Western town, plantation and immigrant experience, and contemporary utopias. Writers will include Tocqueville, Thoreau, Benjamin Franklin, Sinclair Lewis, Edward Bellamy, and James Baldwin.
Prerequisites: Junior or senior standing; Hist E265, or Hist E266, or Engl E230, or Engl E231.
3 Lect Hrs
3 Credits

AmSt 309 Exploitation, Conservation and Ecological Change
Mr Bartlett
An examination of the current ecological crises in historical perspective. Starting with Columbus as an agent of ecological change, the course will deal with the way that the violation of basic ecological principles has shaped American history, with the development of a conservationist tradition, and with the conflicting views of the American environment held by entrepreneurs, politicians, planners, ecologists, artists, and poets. Readings from both primary and secondary sources will include the work of Barry Commoner, Alfred Crosby, Roderick Nash, Samuel Hays, Henry Thoreau, Aldo Leopold, Percival Goodman, and others.
Prerequisites: Junior or senior standing; Hist E265, or Hist E266, or Engl E230, or Engl E231.

AmSt 310 Television in American Life
Mr Patterson
The American experience with television and its cultural, political, and economic implications. Topics will include technological innovation, entrepreneurship, the changing cultural content of "prime-time" programming, and public broadcasting cable system capabilities.
Prerequisites: Junior or senior standing; Hist E265, or Hist E266, or Engl E230, or Engl E231.
3 Lect Hrs
3 Credits

AmSt 311 America Talks: Theory and Practice of Oral History
Ms Wachs
This course introduces the theory, methods, and practice of oral history; examines and analyzes oral history as a means for cultural, ethnographic, and local historical documentation as well as a voice for minority expression; and provides experience in an oral history archive. Students will use the valuable near-campus resource of the Oral History Archives of the John F. Kennedy Library and will have the opportunity to learn how oral history interviews are conducted, documented, and utilized by researchers. Students will be expected to use oral history materials (both tapes and transcripts) for a short term project. Students will also be expected to submit a term project which will entail using the resources of the JFK Oral History Archives or conducting oral history interviews within their own communities.
Prerequisites: Junior or senior standing; Hist E265, or Hist E266, or Engl E230, or Engl E231.
3 Lect Hrs
3 Credits

AmSt 312 Country Music and American Culture
Mr Danker
This course will examine the history and nature of American country music from an interdisciplinary approach, considering historical, social, economic, and cultural factors. The methods of folkloristic, literary, and musical analysis will be employed as they serve to illuminate the broader contexts of this indigenous music in its relation to American cultural persistence and change, especially in the South. Topics will include central themes, song types, and musical styles; the role of the mass media and the music business; the nature of residual oral tradition; the significance of evangelical religion and sacred song; and the contexts of rural life versus urbanization and industrialization in the twentieth century.
Prerequisites: Junior or senior standing; Hist E265, or Hist E266, or Engl E230, or Engl E231.
3 Lect Hrs
3 Credits

AmSt 313 Pioneer Women and Men: The Myth and the Reality
Staff
This course is an interdisciplinary course which through images of pioneer women and men in literature (especially the Nebraska fiction of Willa Cather), visual art, and the history of the 1880's in the American Midwest, will attempt to define the "Pioneer" myth and determine its relationship to reality and to similar myths about male heroes. An examination of Cather's purpose in creating her version of the myth will involve studies of her life and works in the 1910-1940 period. Students will be asked to work on a project in any one of the three disciplines and to prepare a version of the project for class discussion.
Prerequisites: Junior or senior standing; Hist E265, or Hist E266, or Engl E230, or Engl E231.
3 Lect Hrs
3 Credits

American Studies

AmSt 314 Popular Culture In America
Mr Danker
The course will explore various manifestations of popular culture in America. Problems in the identification and definition of "popular" culture will be discussed. An historic overview of American society since 1865 will focus on industrialization and urbanization, and on the emergence of the consumer society. The popular arts will be surveyed, with in-depth looks at television, popular music, humor, heroes, and popular oral history.
Prerequisites: Junior or senior standing; Hist E265, or Hist E266, or Engl E230, or Engl E231.
3 Lect Hrs
3 Credits

AmSt 315 Cultural Visions of the American Revolution
Mr Gittleman
The course focuses on the American Revolution as the decisive cultural phenomenon of the 2nd half of the 18th century in America and on its shifting significance through the 19th and into the 20th century. Students will read the works of Franklin, Jefferson, John and Abigail Adams, Mercy Otis Warren, Nathaniel Hawthorne, and Frederick Douglass, among others, and will view art and listen to music related to the Revolution.
Prerequisite: Junior standing or permission of instructor.
3 Lect Hrs
3 Credits

AmSt 320 Moby Dick in Context
Staff
Moby Dick in context will combine directed reading and critical interpretation of this classic novel with close scrutiny of its context, the 19th century whaling industry. Class discussion will center on literary discussion, supplemented by guest lectures from historians and marine biologists. No student who takes this course can receive credit for the 1 credit "*Moby Dick* in Context" course taught during the Nantucket Semester.
3 Lect Hrs
3 Credits

AmSt L377 (Engl L377) Irish-American Literature and Culture
Mr O'Connell
Studies of Irish-American culture during that century between the great famine and the Kennedy presidency. Emphasis upon the connections between ethnic and literary cultures. Special concern for Irish-American fiction: Farrell, O'Hara, O'Connor. Further readings in ethnic history: Handlin and Shannon; biography and autobiography: Riordan, Dunne, McCarthy; Drama: O'Neill.
Prerequisite: Hist E265, or Hist E266, or Engl E230, or Engl E231.
3 Lect Hrs
3 Credits

AmSt 501 History and Culture of Nantucket Island
Staff
An introductory, interdisciplinary seminar surveying the social, political, cultural and commercial history of Nantucket Island, from its earliest settlements to the present day.
Prerequisite: Admission to Nantucket Program.
6 Lect Hrs/Wk for 6 weeks
3 Credits

AmSt 502 Natural Environments of Nantucket Island
Mr Tiffney
An introduction to the unique natural history of Nantucket and to general ecological principles, emphasizing the relationship of human history to island ecology and the variety of biotic habitats. Field trips required.
Prerequisite: Admission to Nantucket Program.
3 Lect Hrs, 3–4 Field Hrs/Wk for 6 weeks
3 Credits

AmSt 503 Nantucket and the New England Seafaring Tradition
Staff
An interdisciplinary seminar covering the years of Nantucket's whaling prosperity and the island's role in the maritime tradition of New England in the 18th and 19th centuries. The work of such maritime writers as Cooper, Poe, Dana, and Melville will be discussed when appropriate, and the course will include some practical experience aboard the lightship *Nantucket* and on local sailing craft.
Prerequisite: Admission to Nantucket Semester.
6 Lect Hrs/Wk for 6 Weeks
3 Credits

AmSt 504 Special Topics in Nantucket History and Culture
Staff
Special topics courses, with variable credit, are offered each year during the Nantucket semester on a variety of subjects relevant to the history and culture of Nantucket Island. Students in this course cannot receive credit for other courses in the American Studies Program which duplicate these special topics offerings (for example, AmSt 320).
12–36 Contact Hrs

AmSt 510 Methods of Interdisciplinary Research on Nantucket Island
Staff
An introduction to research and methods for interdisciplinary inquiry on Nantucket, utilizing primary source materials and cultural artifacts. UMass/Boston and on-island scholars will participate in the seminar to discuss their research and that of others. Weekly conferences with program director and field trips to Nantucket Research Center required.
Prerequisite: Admission to Nantucket Program.
1 Lect Hr, 3 Disc Hrs
3 Credits

AmSt 520 Independent Study and Research on Nantucket Island
Staff
Prerequisite: Admission to Nantucket Program.
Hrs by arrangement
3 credits

AmSt 521 Nantucket Research Project
Staff
An intensive program of independent study of an appropriate Nantucket subject, utilizing island research resources and planned with a faculty advisor who will provide the necessary counsel and guidance. Must conform to relevant departmental guidelines and standards. Periodic conferences with program director and consultation with faculty advisor required.
Prerequisite: Admission to Nantucket Program.
Hrs by arrangement
3 Credits

AmSt 522 Museum Internships
Staff
Students will be introduced to basic techniques of museum work through practical experience in the Nantucket Whaling Museum, the Peter Foulger Museum, and other properties of the Nantucket Historical Association.
Prerequisites: Permission of the Director of Museums, Nantucket Historical Association, and the student's major department.
Field work
3 Credits

AmCiv 601 The Ideas of the Nation I
Mr Brown
A study of the development of American nationalism from 1775 to 1865 which will focus on the evolution of the concept of "The Union." Students will examine the basic public documents and the works in contemporary culture expressive of this development.
Prerequisite: Graduate standing or permission of instructor.
3 Lect Hrs
3 Credits

American Studies

AmCiv 602 The Idea of the Nation II
Mr Brown
A study of the emergence of the modern American nation-state from 1865 to the present. The course will focus on the influence of a national political economy and of periodic war in the development of the modern American nation. Students will examine the basic public documents and the works in contemporary culture expressive of this development.
Prerequisite: Graduate standing or permission of instructor.
3 Lect Hrs
3 Credits

AmCiv 603 American Concepts of Citizenship and the Individual I
Mr Bartlett
How did the "participant civic culture" that we associate with American democracy develop? The course concentrates on the individual's role in politics and society and traces the development of citizenship and national character (what it means to be an American) from the colonial period to 1860. Topics to be discussed include Puritan communalism, the relationship between American freedom and American slavery, contrasting assumptions regarding the individual in the Declaration of Independence and the Constitution, and the tension between morality and citizenship.
Prerequisite: Graduate standing or permission of instructor.
3 Lect Hrs
3 Credits

AmCiv 604 American Concepts of Citizenship and the Individual II
Mr Katz
What happened to "participant civic culture" as the nation's character and the national character changed under the impact of immigration, industrialization, urbanization, depressions, wars, and increasing centralization of power in the federal government, and as the nation's culture changed in response to such developments in the natural and social sciences as Darwinism, Marxism, Freudianism, and the development of the theory of culture? The second half of the course, like the first half, concentrates on the individual's role in politics and society, and traces changes in the nature and conception of citizenship during the years from the Civil War to the present.
Prerequisite: Graduate standing or permission of instructor.
3 Lect Hrs
3 Credits

AmCiv 605 Citizenship, Democracy and Future Change
Mr Patterson
The course will examine specific examples of technological, economic, and social change in modern America and the world. The first topic for discussion will be 19th and 20th century attitudes towards technology as seen in the books of Edward Bellamy, William Morris and Elting Morison. The second will be persistent long-range trends in demographic change, urbanization, bureaucratization, and direct action politics. The third will be divergent scenarios for the American future which policy makers must consider today. Actual planning documents such as the recent *Global 2000 Report to the President* will be used wherever possible.
Prerequisite: Graduate standing or permission of instructor.
3 Lect Hrs
3 Credits

Department of Anthropology

Faculty

Naomi Bishop, Associate Professor and Chairperson; Professors Barbara Ayres, Frederick C Gamst, Alan Harwood, David Landy; Associate Professors Golamreza Fazel, Michael F Gibbons, Jr, Lawrence S Greene, Barbara E Luedtke, Gerald F Murray, Charles M Nelson, R Timothy Sieber, Michiko Takaki; Assistant Professors Thomas Buckley, Suzanne Spencer-Wood.

The Department

Anthropology is the systematic study of the nature of human beings—as animals, as social beings, and as creators and users of symbols. This department's curriculum offers introductory, intermediate, and advanced courses in the four fields of anthropology: sociocultural anthropology, linguistic anthropology, biological anthropology, and archaeology. Through these courses, majors and non-majors alike may investigate the origins and evolution of the human species and the wide range of human adaptive techniques (patterns of culture) exhibited by peoples in all regions of the globe, from the dawn of the Paleolithic to the present.

Requirements and Recommendations for the Major

Introductory Courses

All majors are required to take ten courses in the department, to be selected according to the following guidelines:

I. Introductory Courses: Anth D102 (Introduction to Archaeology and Biological Anthropology) and Anth E103 (Introduction to Cultural Anthropology). Each is a prerequisite to most related, advanced anthropology courses and ordinarily should be taken during the freshman or sophomore year.

II. One course in Sociocultural Anthropology: *either* Anth 350 (Social Organization) or Anth 351 (Evolution of Culture).

III. One course each from *two* of the other fields (total of two courses):

A. Linguistic Anthropology: *either* Anth 281 (The Structure of Human Language) or Anth E285 (Language and Culture);

B. Biological Anthropology: Anth C210 (Biosocial Bases of Human Behavior) *or* Anth D211 (Human Origins) *or* Anth D212 (Human Variation);

C. Archaeology: Anth 241 (Archaeological Method and Theory), *or* Anth E233 (Old World Prehistory), *or* Anth E234 (New World Prehistory) *or* Anth E240 (Historical Archaeology).

These courses are designed to introduce the student to basic concepts in each field and ordinarily should be taken before more advanced courses.

IV. Five courses beyond the introductory level, consisting of three from one field and two from another. Courses taken to fulfill requirements II and III above may also count toward this requirement.

For purposes of meeting this requirement, courses are classified as follows:

1. Sociocultural Anthropology:

a. Courses in social institutions:
Anth 267
Anth 350
Anth 351
Anth 354
Anth 358
Anth 359

b. Courses in cultural types:
Anth 250
Anth E251
Anth E252
Anth 362

c. Topical courses:
Anth 253
Anth E254
Anth 255
Anth 258
Anth L301
Anth 355
Anth 357
Anth 363
Anth 364
Anth 365
Anth 367
Anth 368
Anth 451

d. Courses in method and theory:
Anth 450
Anth 464
Anth 465

e. Courses in cultural areas of the world:
Anth C270
Anth C271
Anth C272
Anth C273
Anth 274
Anth 275
Anth 371
No more than *two* of these area courses may be counted toward the major.

2. Linguistic Anthropology:
Anth 281
Anth E285
Anth 385

3. Biological Anthropology:
Anth C210
Anth D211
Anth D212
Anth 310
Anth 311
Anth 316
Anth 411
Anth 412

4. Archaeology:
Anth 231
Anth E233
Anth E234
Anth 235
Anth E240
Anth 241
Anth 332
Anth 337
Anth 485
Anth 615
Anth 625
Anth 650
Anth 665
Anth 696
Anth 697
Anth 698
Anth 699

Other Requirements

To complete the major, eight courses beyond the introductory level must be taken (of which three must be at or above the 300 level) and a grade point average of 2.0 or better attained in the major by the time of graduation.

With the exception of a few special courses (Anth 485, 478, 479, 490 and 491), anthropology courses may be taken pass/fail for credit toward the BA degree. Courses taken pass/fail, however, with the exception of Anth 483 and 484, *may not* be used to satisfy requirements toward the anthropology major except when taken prior to declaring the major.

Applied Social Anthropology Major Track

The Applied Social Anthropology Major Track is designed for students who are interested in the applications of anthropology to government, business, social service, and neighborhoods, particularly in the United States and in the New England region. While remaining firmly grounded

Anthropology

in general anthropology and cross-cultural studies, the Applied Social Anthropology track, under the guidance of faculty with particular interests in these fields, offers a curriculum suiting the needs of students who want to pursue graduate study and/or careers in such applied areas.

Applied Social Anthropology majors may be students with an interest in pursuing graduate work in such professional fields as business, education, law, public health, social work, or urban planning. Or they may be interested in going directly into government, business, or social service careers.

Major Requirements

Like all Anthropology Department majors, students complete ten courses. Two of these are the standard introductory courses, Anth D102 and E103. Three additional general courses are required: in sociocultural anthropology (Anth 350 or Anth 351), in biological anthropology (Anth C210 or D212), and in linguistic anthropology (Anth E285 or Anth 281). The remaining requirements are four additional elective courses in applied anthropology, from the following list: Anth 245, Anth E252, Anth 255, Anth 258, Anth 280, Anth 301, Anth 316, Anth 357, Anth 380 (Communities and Subcultures of the USA), Anth 385. In addition, students are required to complete a 3-credit field study or a placement that involves either 1) pursuit of applied research using anthropological method and theory, or 2) practical work other than research where anthropological methods and concepts can be employed.

Students in this track are also subject to the grade point average and pass/fail requirements listed above which apply to all departmental majors.

For further details concerning this major track, see R Timothy Sieber, Program Director, in the Anthropology Department or inquire at the departmental office.

Joint Major In Anthropology and History

Students with an interest in American historical archaeology may elect the Joint Major in Anthropology and History, which is designed to provide students with a cohesive program of anthropological and historical study in the cultures of America. The breadth of this major prepares students for careers in historical archaeology and for graduate study in the field. Students in this dual major will follow an integrated program of study in anthropology and history according to the following guidelines:

I. A total of 14 courses is required as specified below.

   A. All students must take the following basic courses: Anth D102 or E104, Hist 112, Anth E240, Hist E265, Hist E266, Anth 241 and Hist 480 or 481.

   B. Students must choose one course from each of the following lists:
   American History: Hist 370, 371, 372, 374, 375, 376, 392, 395; AmSt 303
   European History: Hist 321, 310, 329, 331, 334, 339, 313
   Ethnographic Analysis: Anth E252, 350, 380, 464
   History of Other Cultures in America: Hist E152, E153, 355, 356, 373, 482
   Anthropology of Other Cultures: Anth 231, E234, C272, C273, 274, 332, 371
   Material Culture: Hist C121, C122; Art 254, 330, 316, 317, 326

   C. Students must take one additional practical course in historical archaeology. This may be an Anthropology independent study course, an internship, or a field research course.

II. Courses are also recommended in American historical literature, pre-17th century European history, and cultural ecology, for students interested in these related areas.

III. Each student is required to plan out his or her program with a team of two advisors, one from each department. This need not be done prior to taking courses in either department, but should come close to the beginning of the student's stay at UMass/Boston. This planning does not require *departmental* approval so long as both advisors concur in their judgment of the program's viability, and so long as the requirements are satisfied. Any *waiver* of the requirements for the joint major, however, requires the approval of both the Anthropology and History Departments.

   Note: The Joint Major in Anthropology and History is not to be construed as a double major. In a double major a student must fulfill the major requirements of *both* departments, while in this joint major *fewer* courses, in another pattern, are required.

Honors

Departmental honors involves an intensive two-semester program of individual research conducted under the direction of a member of the department and leading to the presentation of an honors paper. Requirements for honors candidacy include: senior standing; at least four upper-level courses in anthropology; a 3.5 GPA in the major, a 3.0 overall GPA; and the sponsorship of an Honors Advisor from among the department faculty. Qualifying students enroll in Anth 490 and Anth 491 during their senior year. Honors research is evaluated by a committee of three faculty members, including the Honors Advisor. For further details, consult the department's guide for majors.

Requirements and Recommendations for the Minor

Scope

The minor in anthropology provides students who major in another discipline with an anthropological perspective to complement their major area of study. This holistic, evolutionary, and comparative viewpoint can be applicable to many disciplinary and preprofessional majors that focus on aspects of human culture and biology.

Requirements

Students may minor in anthropology by taking six courses in anthropology. Minors must take both Anth D102 and Anth E103, as well as four additonal courses, at least two of which must be at the 300 level or beyond. No pass/fail courses may be counted. Students must achieve a minimum GPA of 2.0 in the program for successful completion.

Possible areas of focus for a minor in anthropology might include Linguistics/Symbols in Culture, Medical Anthropology/Cultural Factors in Health and Illness, Culture and the Human Life Cycle, Native American Cultures, Survey of World Cultures, Anthropology and Social Issues, Biological Anthropology, and Archaeology/Prehistory. For further details concerning suggested topics and areas of focus, see the departmental minor brochure.

Transfer Credit Policy

At least five of the eight courses required for the anthropology major must be taken at UMass/Boston, but additional anthropology courses may be transferred for general University credit toward the BA degree. Students must petition the departmental Curriculum Committee to transfer courses for credit toward the major. As many as two transferred courses may, with departmental approval, be applied toward requirements for the minor.

Graduate Courses in Anthropology

Undergraduates may take graduate courses for which they have completed the prerequisites by permission of instructor only. For any further information concerning the graduate program please contact Barbara Luedtke, Associate Graduate Program Director for Historical Archaeology, in the Anthropology Department.

Anthropology

Anthropology C100 Culture and Human Behavior
Staff
Our own daily behavior is often taken for granted as rational or logical, while the behavior of other groups is often seen as "strange" and incomprehensible. Looked at closely, however, the apparently strange behavior of others may become more understandable, while our own behavior may seem less rational and less ordinary. Focusing comparatively on contemporary America and non-western societies, this course examines selected human activities, such as eating, play and sport, and making a living. The aim is to learn how the concepts and methods of sociocultural anthropology, as one of the social and behavioral sciences, help us understand human behavior, both our own and that of people in other times and places.
Core Area: Social and Behavioral Sciences.
3 Lect Hrs
3 Credits

Anth D102 Introduction to Archaeology and Biological Anthropology
Staff
The study of the biological and cultural heritage of humans. Topics include primate and human evolution, evolution of prehistoric cultures, and human adaptation and variation.
Core Area: Natural Sciences.
3 Lect Hrs
3 Credits

Anth E103 Introduction to Cultural Anthropology
Staff
The study of recent and contemporary human societies in cross-cultural perspective. Through the use of ethnographic accounts, the course analyzes and compares variations in processes of cultural change, and in cultural adaptations.
Note: Anth D102 is *not* a prerequisite to Anth E103.
Core Area: Social and Behavioral Sciences.
3 Lect Hrs
3 Credits

Anth C104 Culture Change, Past and Present
Staff
Technological innovations are producing dramatic cultural transformations in many societies today. Anthropologists study how and why changes occur through processes such as environmental adaptation, invention and culture contact. Culture change can be studied in modern societies through direct observation, and for the past through oral or written histories, and through material remains. This course provides insight into the part we play in creating change by studying how and why recent and past cultures have changed.
Core Area: Historical and Cultural Studies.
3 Lect Hrs
3 Credits

Anth C210 Biosocial Bases of Human Behavior
Ms Bishop
This course is an introduction to the various methods and approaches by which we study the biological nature of human beings. It applies anthropological, biological, and psychological data and methods to the understanding of our biological nature and heritage. The focus of the course is on the way evolution has shaped human behavior through the interaction of culture and biology.
Prerequisites: Anth D102, or permission of instructor; sophomore standing.
Core Area: Social and Behavioral Sciences.
3 Lect Hrs
3 Credits

Anth D211 Human Origins
Mr Gibbons
An introduction to the study of man's biological origins with emphasis on the fossil record, primate analogues of human behavior, and the variety and diversity of modern man including the adaptive significance of this variability.
Prerequisite: Anth D102, or permission of instructor.
Core Area: Natural Sciences.
3 Lect Hrs
3 Credits

Anth D212 Human Variation
Mr Greene
A consideration of the factors involved in the production and maintenance of biological variability within and between human populations.
Prerequisite: Anth D102 and permission of instructor.
Core Area: Natural Sciences.
3 Lect Hrs
3 Credits

Anth E233 Old World Prehistory
Mr Nelson
An interpretation of the archaeological record provides an overview of prehistory in Africa, Europe, Asia, and Australia, from the origins of human cultural adaptations through the aftermath of the agricultural revolution.
Prerequisites: Anth D102, C104, or permission of instructor; sophomore standing.
Core Area: Historical and Cultural Studies.
3 Lect Hrs
3 Credits

Anth E234 New World Prehistory
Ms Luedtke
A broadly-based reconstruction of the prehistory of North and South America, from the peopling of the New World to the period of initial European contact.
Prerequisites: Anth D102, C104, or permission of instructor; sophomore standing.
Core Area: Historical and Cultural Studies.
3 Lect Hrs
3 Credits

Anth E240 Historical Archaeology
Ms Spencer-Wood
An introduction to historical archaeology, from its initial development to future directions. Topics will include: the subfields which comprise historical archaeology and their interrelationships; the contributions, both substantive and methodological, of historical archaeology to the field of archaeology; and industrial and historic sites in North America.
Prerequisite: Anth D102, or C104, or Hist E265, or permission of instructor.
3 Lect Hrs
3 Credits

Anth E251 Peasant Society
Mr Gamst, Mr Murray
Anthropological approaches to the origins and life-ways of the peasant sectors existing in stratified societies, at different historical periods and in different regions of the world. Analysis will move from ethnographic studies of particular peasant communications to their relationship with external political and economic forces, and to a consideration of competing ideological approaches to technological and social change. In a given semester the course may focus upon the peasants of a particular world region, such as Latin America.
Prerequisite: Anth D102, C103, or permission of instructor.
Core Area: Social and Behavioral Sciences.
3 Lect Hrs
3 Credits

Anth E252 Urban Anthropology
Mr Harwood, Mr Sieber
A comparative study of the form and quality of urban life in the contemporary United States and in selected non-Western cultures. Through an examination of selected case studies, the course assesses the varying theories, methodological strategies, and research techniques that have been employed in anthropological analyses of cities, and considers their significance in the broader field of urban studies. Attention is also given to the cultural evolutionary processes leading to the origin and spread of cities and urbanized society, in both the ancient and modern worlds.
Prerequisite: Anth E103, or permission of instructor.
Core Area: Social and Behavioral Sciences.
3 Lect Hrs
3 Credits

Anthropology

Anth E254 Culture and Personality
Ms Ayres, Mr Landy
A consideration of the effects of culturally patterned experience on personality formation, the role of psychological processes as determinants of culture, and other interrelationships between personality and culture.
Prerequisite: Anth E103, or Psych E101, or permission of instructor.
Core Area: Social and Behavioral Sciences.
3 Lect Hrs
3 Credits

Anth C270 Indians of North America
Mr Buckley
An introductory survey of North American Indian societies and culture. Emphasis will be placed on the descriptive comparison of selected Indian societies, on their histories, and on problems in cross-cultural understanding.
Core Area: Historical and Cultural Studies.
3 Lect Hrs
3 Credits

Anth C271 Peoples and Cultures of the Middle East
Mr Fazel
An examination of historical and sociopolitical forces in the formation of the contemporary Middle East; the cultural, ethnic, and economic diversity of modern nation-states in this region; neocolonialism and imperialism as persisting obstacles to development and progress in this part of the world; and the role of Islam in reformist and revolutionary movements.
Core Area: Historical and Cultural Studies.
3 Lect Hrs
3 Credits

Anth C272 Peoples and Cultures of Africa
Mr Harwood, Mr Gamst
An in-depth study of selected African societies, examining traditional institutions, the colonial situation, and modernization.
Core Area: Historical and Cultural Studies.
3 Lect Hrs
3 Credits

Anth C273 Peoples and Cultures of Mesoamerica (Mexico and Guatemala)
Staff
A survey of Mesoamerican ethnology including an introduction to cultural and linguistic regions through comparisons of ethnographic materials. Emphasis will be placed on acculturation, during the colonial period, among indigenous and Spanish-speaking populations, and, in the contemporary period, on social change among rural and urban sectors.
Core Area: Historical and Cultural Studies.
3 Lect Hrs
3 Credits

Anth E285 Language and Culture
Mr Buckley, Ms Takaki
The study of language and culture as systems of shared symbols and meanings in which verbal and nonverbal social interaction takes place. Special emphasis will be placed on the relationship of language to culture and on the social role of language in human life. Students will be introduced to methods for analyzing social behavior and its underlying cultural principles.
Core Area: Social and Behavioral Sciences.
Prerequisite: Anth E103, or Anth 105, or permission of instructor.
3 Lect Hrs
3 Credits

Anth 105 The Evolution of Human Language
Mr Murray
A general introduction to human language from an evolutionary, cultural-historical perspective. Topics will include theories about the origin of languages; the evolutionary implications of recent linguistic experiments with chimpanzees and gorillas; the universality of language as a unifying, species-specific human capacity; the historical causes and consequences of linguistic diversity; the dynamics underlying the survival of some languages and the extinction of others; the identification of language families and the reconstruction of dead parent tongues; the origin and variety of writing systems, and the impact of writing on the emergence of "standard" languages.
3 Lect Hrs
3 Credits

Anth 231 The Prehistory and Ethnohistory of Mesoamerica (Mexico and Guatemala)
Staff
The course traces Mesoamerican prehistory from formative to post-classical time periods, through the Spanish Conquest and the subsequent acculturation that took place among Indian peoples, Europeans and Africans in Mesoamerica. Emphasis will be placed on the diversity of ecological zones, languages, and indigenous societies.
Prerequisite: Anth D102, E103, C104, or C270, or Hist 355, or permission of instructor.
3 Lect Hrs
3 Credits

Anth 241 Archaeological Method and Theory with Laboratory
Ms Luedtke, Mr Nelson
An introduction to the theory and application of archaeological methods. Emphasis is placed on the ways in which archeologists view prehistory and on the techniques by which data are gathered, interpreted and integrated to complete a coherent picture of prehistoric events. The lab focuses on practical skills and methods archaeologists commonly employ in the field and laboratory.
Prerequisite: Anth D102, or Physics 133, or permission of instructor.
3 Lect Hrs, 3 Lab Hrs
4 Credits

Anth 245 Microcomputing in Anthropology
Mr Nelson
An introduction to microcomputing in anthropology. General applications of word processing, database management and statistical packages; specialized applications, including simulations, in archaeology, biological anthropology, cultural anthropology, and linguistics. Fundamentals of programming in BASIC. No previous computer experience required.
Prerequisite: An introductory-level anthropology course, or permission of instructor.
3 Lect Hrs
3 Credits

Anth 250 Hunter-Gatherer Cultures
Ms Luedtke
Study of the hunter-gatherer form of human adaptation. Ethnographic data from hunter-gatherer cultures will be examined, and models derived from these data will be applied to the archaeological evidence for prehistoric hunter-gatherers.
Prerequisite: Anth D102, or E103, or C104, or permission of instructor.
3 Lect Hrs
3 Credits

Anth 253 Culture and the Life Cycle
Ms Ayres
This course will present an anthropological and cross-cultural perspective on the major stages and events associated with the life cycle in human societies. Universal biological, psychological, and social factors associated with these events will be explored. Culture is viewed as providing a set of adaptive solutions to universal problems posed by the life cycle, including problems associated with the transition from one stage of the life cycle to another. Cross-cultural variation in the life cycle is viewed in relation to ecological, demographic, and institutional characteristics of societies. The life cycle in America is discussed within this generalizing and comparative framework.
Prerequisite: Anth E103, or permission of instructor.
3 Lect Hrs
3 Credits

Anthropology

Anth 255 The Anthropology of Education
Mr Sieber
Anthropology's cross-cultural, holistic, and evolutionary perspectives are brought to bear on the study of educational practices and institutions in a variety of sociocultural settings—traditional, modernizing, and complex, including the urban USA. Although account is taken of other stages in the individual life cycle, the primary concern is with cultural transmission and enculturation during the periods of later childhood and adolescence, particularly within the setting of formal schooling. Special attention will be given to problems of cultural conflict in the schools of modernizing and complex societies.
Prerequisite: Anth E103, or permission of instructor.
3 Lect Hrs
3 Credits

Anth 258 Anthropology and Social Issues
Mr Landy
Examines a number of modern social issues, including racial prejudice and conflict, the place of ethnic minorities in modern industrial society, poverty, education, violence, behavioral deviance, environmental pollution and degradation, and colonialism. Anthropological and other behavioral science studies are brought to bear upon these problems as social issues and as ethical issues facing anthropologists and others.
Prerequisite: Anth E103, or other introductory social science course, or permission of instructor.
3 Lect Hrs
3 Credits

Anth 267 Anthropology of Religion
Mr Buckley, Mr Harwood
A comparative study of religion, including belief systems, ritual and myth.
Prerequisite: Anth E103, or permission of instructor.
3 Lect Hrs
3 Credits

Anth 270-274 Culture Areas of the World
Staff
These courses investigate patterns of social and cultural uniformity, diversity, change and evolution within the culture areas of the world. Culture areas are geographical regions whose indigenous peoples share historical interconnections, related cultures and languages, and a similar profile of ecological conditions and adaptations. While these factors help to create widely shared cultural and historical themes, each society within a culture area must also adapt to a unique set of local factors and each has a unique history of development. As a result, each society within the larger culture area integrates the shared themes and adaptations in distinctive ways. Studying these complex themes and variations helps us to understand historical development, the range of human cultural potential, and the modern geopolitical situation.

Anth C270 Indians of North America
For description, see C270 in CAS core course section above.
Core Area: Historical and Cultural Studies.
3 Lect Hrs
3 Credits

Anth C271 Peoples and Cultures of the Middle East
Mr Fazel
For description, see C271 in CAS core course section above.
Core Area: Historical and Cultural Studies.
3 Lect Hrs
3 Credits

Anth C272 Peoples and Cultures of Africa
Mr Harwood
For description, see C272 in CAS core course section above.
Core Area: Historical and Cultural Studies.
3 Lect Hrs
3 Credits

Anth C273 Peoples and Cultures of Mesoamerica (Mexico and Guatemala)
Staff
For description, see C273 in CAS core course section above.
3 Lect Hrs
3 Credits

Anth 274 Peoples and Cultures of the Caribbean
Mr Murray
An ethnographic and historical overview of the Caribbean, examining the impact of external forces on local economic organization, domestic life, religion, and migration. Special attention will be given to the islands of Puerto Rico, Hispaniola, Cuba, and Jamaica.
3 Lect Hrs
3 Credits

For additional culture area courses, see Anth 371 and 380 below.

Anth 280 Special Topics
Staff
The study of special topics in anthropology. Consult department's description of current offerings to find out about the topics being explored this semester. May be repeated for credit.
Prerequisite: Varies with topic; usually the appropriate introductory-level anthropology course (Anth D102, E103, C104, or 105), or permission of instructor.

Anth 281 The Structure of Human Language
Mr Murray
A practical introduction to a broad variety of Western and Non-Western language systems through application of some traditional linguistic techniques of American anthropology. Students will receive practice in transcribing their own speech, in analyzing different phonemic systems, in formulating the word construction rules employed by different languages, and in applying pattern discovery procedures to expose the hidden rules underlying different levels of language structure. Though exercises will focus on sound systems and word structure, students will also be briefly introduced to recent developments in the analysis of higher-level syntactic structures.
Prerequisite: Sophomore standing.
3 Lect Hrs
3 Credits

Anth L301 (AmSt L301) Childhood in America
Staff
An interdisciplinary treatment of conceptions and practices of child nature and nurture in the United States, viewed in the context of American culture and history. The course begins with an historical overview of child life in America, with special attention to Puritan New England, nineteenth century industrialization and urbanization, and twentieth century trends. In treating contemporary childhood, the course examines mainstream patterns of the middle and working classes, both rural and urban; Afro-American child and family life; Hispano-American child and family life; enculturation among selected American Indian groups; and the growing importance of formal institutions—such as schools, youth organizations, and medical institutions—as environments for young people. Children's own cultural constructions, in the form of games and folklore, are also considered. The course concludes with an examination of selected policy issues affecting children, such as child abuse, medical intervention, day care, and the Children's Rights Movement.
3 Lect Hrs
3 Credits

Anth 310 Primate Behavior
Ms Bishop, Mr Gibbons
A broadly-based survey of nonhuman primates as found in their natural habitats with emphasis on significance of these studies as comparative evidence in the formulation of a general theory of the origins of human behavior.
Prerequisite: Anth D102, or permission of instructor.
3 Lect Hrs
3 Credits

Anthropology

Anth 311 Primate Socialization
Ms Bishop
An advanced course in primate behavior and ecology. This course is divided between a consideration of primate socialization processes (those special experiences from infancy until adulthood that shape an individual's future social behavior) and a detailed examination of selected aspects of primate socioecology and sex roles. Students may undertake projects that involve the observation of some aspect of primate socialization.
Prerequisites: Anth D102 and 310, or permission of instructor.
3 Lect Hrs
3 Credits

Anth 313 Developmental Models in Human Evolution
Mr Gibbons
An adaptive approach to human growth and development. Physical change in the regional anatomy of the human organism from conception to death will be studied. This information will be used to construct a developmental counterpart to the fossil, comparative and experimental evidences used to understand the evolution of human beings.
Prerequisite: Anth D102, or an introductory Biology course.
3 Lect Hrs
3 Credits

Anth 316 Nutrition, Growth and Behavior
Mr Greene
An evaluation of the influence of nutrition on growth and development in human populations. Particular emphasis on malnutrition and its effects on physical growth, neurological development and behavioral capacity. A model is developed which outlines the relationship between nutritional stress, the behavioral variation produced as a consequence of the stress, and the sociocultural characteristics of human communities.
Prerequisites: Anth D102 and E103, Biol D111, or D112, or permission of instructor.
3 Lect Hrs
3 Credits

Anth 332 The Prehistory of Eastern North America
Ms Luedtke
This course concentrates on the archaeology of the area, but includes a discussion of the historic Indians. It will also be concerned with environmental differences and their effects on native cultures.
Prerequisite: Anth D102, C104, or permission of instructor.
3 Lect Hrs
3 Credits

Anth 337 Prehistoric Agriculture
Mr Nelson
This course examines the origins and consequences of the agricultural revolution in both the Old World and the New World.
Prerequisite: Anth D102, C104, Biol 610 or 613, or permission of instructor.
3 Lect Hrs
3 Credits

Anth 350 Elements of Social Organization
Ms Ayres, Mr Harwood
Basic concepts and ethnographic data on the social organization of non-western societies will be introduced, and will be used to explore major contemporary theories of social structure.
Prerequisite: Anth E103, or permission of instructor.
3 Lect Hrs
3 Credits

Anth 351 Evolution of Culture
Ms Ayres, Mr Gamst
A systematic comparative approach to analysis of the world's cultures. Theories of cultural evolution and ecological adaptation provide the interpretive framework for intensive analysis and comparison of selected cultures, ranging from hunting-gathering to industrial. A major goal of the course is to arrive at a modern world view. The course will be of interest to both anthropology majors and non-majors.
Prerequisite: Anth D102, or E103, or C104, or permission of instructor.
3 Lect Hrs
3 Credits

Anth 355 Anthropology of Sex Roles
Ms Ayres
A cross-cultural survey of variation in sex roles from the perspective of evolutionary biology, with special attention given to the role of ecological factors in determining the cultural definition and patterning of "masculinity" and "femininity."
Prerequisite: Anth E103, or permission of instructor.
3 Lect Hrs
3 Credits

Anth 357 Culture, Disease and Healing
Mr Landy
Human adaptations to disease and illness in prehistory and history, and across cultures. Medical systems considered as social and cultural systems related to social structure, religion, economics, and power. Topics include medical anthropology as a field of study, paleopathology, ecology and epidemiology of disease, theories of disease and healing, sorcery and witchcraft, public health and preventive medicine, anatomy and surgery, obstetrics and population control, pain and stress, emotional states, status and role of healers and patients.
Prerequisite: Anth E103, or permission of instructor.
3 Lect Hrs
3 Credits

Anth 359 Economic Systems of Non-Industrialized Societies
Mr Fazel
The study of pre-industrial and peasant nonmonetized, non-western economic systems, and the relationships between these economic systems and sociocultural systems.
Prerequisite: Anth E103, or permission of instructor.
3 Lect Hrs
3 Credits

Anth 362 Pastoral Nomadism
Mr Fazel
A comparative study of the social, economic and political organization of nomadic pastoral people of the Middle East, Central Asia and North Africa. Of special concern are the organizational adaptations of nomads to various ecological systems, and processes of sociocultural change, including settlement, detribalization and modernization.
Prerequisite: Anth E103, or permission of instructor.
3 Lect Hrs
3 Credits

Anth 363 Cultural Ecology
Mr Fazel, Ms Takaki
The interrelationships among human populations, human institutions, and their physical environment.
Prerequisite: Anth E103, or permission of instructor.
3 Lect Hrs
3 Credits

Anth 364 Sociobiology and Human Behavior
Ms Ayres
Exploration of the application of sociobiological theory to the study of human behavior from a cross-cultural and anthropological perspective, and discussion of the theoretical and methodological issues raised by such analysis. Topics include aggression, mating and marriage, parenthood, kinship, reciprocity, ideology and ethics.
Prerequisites: Anth E103 and permission of instructor.
3 Lect Hrs
3 Credits

Anthropology

Anth 365 Anthropological Perspectives on Primitive Art
Ms Ayres
Primarily designed for students with an interest in art, anthropology, or psychology, this course deals with the native arts of North America, Africa, and the Pacific, within their cultural contexts. Attention is focused on the symbolic, ritual, political, and utilitarian functions of art, on the role of the artist in non-Western societies, and on the ways psychological factors affect artistic creativity and aesthetic values. Considerable class time is spent in viewing and discussing films which deal with art and artists in traditional non-Western societies and with the functions of art in particular cultural contexts. Slide presentations are designed to familiarize students with a broad range of stylistic traditions from North America, Africa, and the Pacific.
Prerequisite: Anth E103, or permission of instructor.
3 Lect Hrs
3 Credits

Anth 367 Social and Cultural Perspectives on Witchcraft and Sorcery
Mr Harwood
Beliefs about people with extraordinary powers to cause harm or good are found in societies of different types and in different periods in history. This course examines such beliefs in a number of different cultural, geographical, and historical contexts in order to demonstrate ways in which anthropologists and other social scientists approach the more general problem of understanding the function of belief systems in human society. *The course does not teach techniques of witchcraft or sorcery.*
Prerequisites: Anth E103, and junior or senior standing, or permission of instructor.
3 Lect Hrs
3 Credits

Anth 368 American Indian Myth in Cultural Context
Mr Buckley
An anthropological analysis and interpretation of myth, using texts from diverse American Indian cultures as primary materials. The course offers an overview of central problems in understanding myths and a survey of contemporary anthropological approaches to solving them.
Prerequisite: Anth E103, C270, or permission of instructor.
3 Lect Hrs
3 Credits

Anth 371 Afro-American Ethnology
Staff
This course surveys and documents the significant contributions to Latin American cultures made by African-derived populations in the New World, utilizing ethnographic and historic sources. Theoretical approaches used in Afro-American ethnology will be critically examined.
Prerequisite: Anth D102, E103, C104, or permission of instructor.
3 Lect Hrs
3 Credits

Anth 380 Directed Reading in Anthropology
At the discretion and with the approval of individual faculty, students may enroll in a course of directed reading on specified topics not listed among the department's regular offerings. Readings, writing assignments, and examinations will be similar to those required in an equivalent three credit course. Students are expected to meet with the instructor at weekly intervals throughout the semester.

The following offerings come under the rubric of Directed Reading:

African Pre- and Protohistory
Mr Nelson
The archaeological record of Africa from the earliest human technologies, more than two million years ago, to the colonial period. Geographic focus on sub-Saharan Africa and Ethiopia. Equal attention given to early prehistory, the Iron Age, and the protohistoric emergence of African states.
Prerequisite: Anth D102, or C104, or Hist 117, or permission of instructor.

Communities and Subcultures of the USA
(may be counted as a culture area course)
Mr Sieber
A consideration of a range of communities in the USA, their interrelations through wider subcultures of class, ethnicity, caste, occupation, and region, and their relationship to the nation-state.
Prerequisite: Sophomore standing.

Kinship
Ms Takaki
Basic concepts and ethnographic data on kinship in Western and non-Western societies will be introduced and used to highlight major contemporary approaches to the study of social structure.
Prerequisites: Anth E103 and 350, or permission of instructor.

Power and Conflict in Non-Western Societies
Mr Fazel
A comparative approach to preindustrial and non-Western political organizations considered as parts of sociocultural systems. Emphases include political activity, competition for power and authority, leadership, decision making, types of political systems, and dynamics of change.
Prerequisite: Anth E103, or permission of instructor.

Anthropological Theory
Staff
Survey of the major theoretical positions and concepts in sociocultural anthropology, with special reference to problems of structure, function, and process.
Prerequisite: E103, junior or senior standing, or permission of instructor.

Methods of Cross-Cultural Research
Ms Ayres
An introduction to the theory and method of cross-cultural research. Practice in the design and implementation of a limited cross-cultural study.
Prerequisites: Two advanced courses in cultural anthropology, or permission of instructor.

Anth 385 The Ethnography of Speaking
Ms Takaki
The course will introduce concepts and methods for studying "speaking," the use of language in the conduct of social life. Members of a speech community employ varieties of speech to accomplish different social functions. The dynamic interaction between linguistic and social factors in speaking will be the primary focus of this course. Special attention will be directed to contemporary social problems associated with multilingual and multidialectical phenomena. Students will undertake a limited research project to further their understanding of these problems and of possible solutions.
Prerequisite: Anth E285, or permission of instructor.
3 Lect Hrs
3 Credits

Anth 411 Primate Anatomy
Mr Gibbons
Study of the comparative anatomy of the primates with emphasis on dissection in order to ascertain the functional, i.e., biochemical, interrelationships of primate musculoskeletal systems. This comparative evidence will be used as a basis for interpreting the fossil record of man.
Prerequisite: Permission of instructor.
3 Lect Hrs/3 Lab Hrs
4 Credits

Anth 412 Issues in Biological Anthropology
Mr Greene
An in-depth discussion of current research in biological anthropology based on the reading of primary material from the recent literature. The course will be oriented toward the study of human populations and will focus on important controversies and major research trends in a variety of areas including skeletal biology, nutrition, genetics, epidemiology, and evolutionary theory.
Prerequisites: Anth D102, D212, and 316, or permission of instructor.
3 Lect Hrs
3 Credits

Anthropology

Anth 444 Cooperative Education for Anthropology Majors
Staff
Through the Cooperative Education Program anthropology majors may be placed in paid work situations either directly related to the field of anthropology or where anthropological concepts, theories, and/or methods can be explored. In conjunction with the work experience, students will undertake a learning project under the direction of a faculty member. This project will be based on a prospectus approved by the faculty advisor, which should include appropriate readings, field observation and reporting, and substantial written work equivalent to a 3-credit, classroom-based course.
Prerequisites: Sophomore standing; minimum GPA of 2.5; satisfactory completion of introductory and two upper-level anthropology courses in the field most closely related to placement; and permission of instructor.
3 or 6 Credits

Anth 451 Development Anthropology
Mr Gamst
An anthropological consideration of ideas and data concerning modernization, development and impediments to these in non-industrial states. Topics covered include demographic change, long term developmental projections, global ecology, imperialism, Third World reactions, agricultural development, industrialization, and underdevelopment of the social science of development, and energy and modernization.
Prerequisites: Junior or senior standing and previous social science course experience.
3 Lect Hrs
3 Credits

Anth 464 Ethnological Field Methods and Techniques
Mr Gamst
Intensive study and application of ethnological field methods and techniques. Consideration of research design and of gathering, interpreting, and reporting ethnographic data.
Prerequisites: At least three upper level courses in social and cultural anthropology.
3 Lect Hrs
3 Credits

Anth 478 Directed Study I
Staff
Advanced students may conduct independent research under the supervision and guidance of members of the faculty.
Prerequisites: Anth D102, and/or E103 (as appropriate), and permission of instructor.
Hrs by arrangement
1-3 Credits

Anth 479 Directed Study II
Staff
See Anth 478.

Anth 480 Special Topics Seminar I
Staff
Intensive study of special topics, varying each year according to instructor.
Prerequisites: Vary with topic; usually the appropriate introductory level course (Anth D102, E103, C104, 105) and junior standing, or permission of instructor.
3 Lect Hrs
3 Credits

Anth 481 Special Topics Seminar II
Staff
See Anth 480.

Anth 483 Field Research in Anthropology I
Staff
A supervised sequence of field research within one field of anthropology: biological anthropology, archaeology, sociocultural anthropology, linguistic anthropology. Continuous study, directed by a professional anthropologist, for at least six weeks in the field. Grading on a Pass/Fail basis. May include attendance at field schools directed by qualified faculty outside the University with permission of the student's department. No more than six credits of field research courses (Anth 483 and 484) may be counted toward the major.
Prerequisites: Vary with topic; usually the appropriate introductory level course (Anth D102, E103, C104, 105) and junior standing, or permission of instructor.
Six weeks of continuous field research
3 Credits

Anth 484 Field Research in Anthropology II
Staff
See Anth 483.

Anth 485 Field Seminar in Archaeology
Ms Luedtke, Mr Nelson, Ms Spencer-Wood
A specialized advanced seminar focusing on problems and issues in field research such as microstratigraphy, site survey and excavation sampling, and archaeological resource management. May be repeated for credit up to a maximum of 20 credits, but only one field seminar of 3 or more credits will be accepted to satisfy requirements for the major. Further, if Anth 485 is accepted as one course requirement toward the major, only three credits in Anth 483 or 484 will also be permitted toward the fulfillment of major requirements. Such seminars are given only occasionally as faculty and financial resources permit. Consult with Department for further information.
Prerequisite: Permission of instructor.
Hrs by arrangement (Credits variable with Department approval)
3-10 Credits

Anth 490 Independent Research I
Staff
Independent research in anthropology conducted under the supervision of members of the faculty.
Prerequisites: Senior standing, 4 upper level courses in anthropology, 3.5 GPA in major, 3.0 GPA overall, and permission of an Honors Advisor.

Anth 491 Independent Research II
Staff
Independent research in anthropology conducted under the supervision of members of the faculty.
Prerequisites: Anth 490 and permission of the student's Honors Committee.
Hrs by arrangement
3 Credits

Anth 615 Public Archaeology
Ms Spencer-Wood
An examination of cultural resource management in New England and the United States, including the significance of state and federal environmental protection legislation, and the implementation of these laws from the drafting of proposals and the granting of contracts to the collection of data and the reporting of results. Students will learn the processes of national register nomination, problem-oriented proposal and report writing, and calculation of budget estimates for proposed work.
Prerequisite: Anth 241, or expertise in contract archaeology.
3 Lect Hrs
4 Credits

Anth 625 New England Historical Archaeology
Ms Spencer-Wood
An in-depth survey of current research in New England historical archaeology. The course will include presentations of current archaeological research in the Boston area and discussions/evaluations of current projects with regard to their theoretical approach, methods, and results. Additionally, a laboratory section will afford practical training in the conjunctive analysis of archaeological and documentary data in problem oriented research.
Prerequisite: Anth E240.
3 Lect Hrs
3 Lab Hrs
5 Credits

Anth 650 Materials in Ancient Societies
Ms Luedtke
A one or two semester laboratory course offered as part of the teaching program of the Boston Area Center for Materials Research in Archaeology and Ethnology, of which UMass/Boston is a member. The topic of the course rotates annually among lithic materials, ceramics, faunal/floral materials, metals, and archaeological data analysis.
Prerequisite: Permission of instructor.
3 Lect Hrs
3 Lab Hrs
5 Credits

Anthropology

Anth 665 Graduate Lab Seminar in Archaeology
Ms Luedtke, Mr Nelson
In-depth practical training in archaeological method and theory with emphasis on applications in historical archaeology. The course will include lectures and discussions on theory and method as well as a practice lab in the use of techniques such as matrix ordering, methods of classification, and dating.
Prerequisites: Anth E240, and Anth 241.
3 Lect Hrs
3 Lab Hrs
5 Credits

Anth 670 Industrial Anthropology and Sociology
Mr Gamst
Comprehensive but intensive coverage of industrial anthropology and sociology to aid in the understanding of the social relations and organization of work in industrial urban society, for theoretical and applied purposes. Topics include the social science of industry, industrialization, organizational theory, managerial processes, unionism, human relations in work, social stratification, government and law in work, women and minorities at work, human factors, industrial safety, and periodically selected special subjects.
Prerequisite: Anth 350 or 351, or Sociol 337 or 365, or permission of instructor.
3 Lect Hrs
3 Credits

Anth 697 Special Topics in Archaeology
Staff
The content of this course, while always relevant to the program, will vary depending on the specialty of the visiting or permanent faculty member who may teach this course on a temporary basis.
Prerequisite: Permission of instructor.
4 Credits

Armenian Studies Courses

Armen D101 Elementary Armenian I
Staff
For students with no previous knowledge of Armenian. Intensive practice in language skills with introductory readings, writing and basic grammar.
Core Area: Foreign Languages.
3 Lect Hrs
3 Credits

Armen D102 Elementary Armenian II
Staff
A continuation of Armenian I. Intensive practice in language skills with introductory readings, writing and basic grammar.
Core Area: Foreign Languages.
3 Lect Hrs
3 Credits

Armen D201 Intermediate Armenian I
Staff
Emphasis on advanced grammar: declension of nouns and conjugation of verbs, coupled with development of translation skills through reading exercises.
Prerequisite: Armen D102, or equivalent, or permission of instructor.
Core Area: Foreign Languages.
3 Lect Hrs
3 Credits

Armen D202 Intermediate Armenian II
Staff
Continued emphasis on advanced grammar: declension of nouns and conjugation of verbs, coupled with development of translation skills through reading exercises and composition.
Prerequisite: Armen D201, or equivalent, or permission of instructor.
Core Area: Foreign Languages.
3 Lect Hrs
3 Credits

Armen 301 Advanced Armenian
Staff
Advanced readings in Armenian literature, history and civilization.
Prerequisites: Elementary and Intermediate Armenian, or permission of instructor.
3 Lect Hrs
3 Credits

Armen 302 Advanced Armenian
Staff
Continuation of Armen 301. Advanced readings in Armenian literature, history and civilization.
Prerequisite: Armen 301.
3 Lect Hrs
3 Credits

Armen 303 Advanced Readings, Conversation, Composition and Translation
Staff
To be offered to students who complete the Armenian course sequence. May be offered as independent study.
Prerequisite: Armen 302.
3 Lect Hrs
3 Credits

Armen 478 Independent Study
Staff
Hrs by arrangement
3 Credits

Department of Art

Faculty

Ronald Polito, Associate Professor and Chairperson; Professors Ruth Butler, Truman Egleston, Harold Thurman, Richard Yarde; Associate Professors Renee M Arb, Ros Barron, William W Hansard, Robert G Risse, Paul Tucker; Assistant Professors Mikelle Omari, Melissa Shook, Nancy Stieber; Lecturer Roswell Angier

The Department

The faculty of the Art Department includes both scholars and professional artists and the curriculum aims to combine their differing approaches to the visual experience. The art historical/critical studies curriculum engages students in an area of the humanities where they examine works of art in aesthetic terms, and as bearers of cultural values. The studio curriculum provides a sound basis in the creative process, in visual thinking, and in certain technical skills. Students are encouraged to work closely with a faculty advisor to create personal programs with conscious thought given to the relationships among various courses, both inside and outside of the department.

Requirements

The Major

I. An art major shall consist of a minimum of twelve and a maximum of eighteen courses distributed in the following manner:

   A. one at the 100 level

   B. at least three at the 200 level

   C. at least four beyond the 200 level.

II. All majors must include among their departmental courses Art 201 and 202 (history of art).

III. At least six of the departmental courses must be taken at the University of Massachusetts at Boston.

IV. The Art Department has two areas: creative/studio work and historical/critical studies. A student may not take more than three-fourths of his/her work in either area.

V. No more than two courses taken on the pass/fail option may be counted toward the requirements for the major.

Beyond these stipulations, students must work out their choices of sequences and distribution with their advisors according to the advising guidelines of each area within the department.

Honors

The department provides for a two semester Honors Program in Art for those seniors whose work has been outstanding. In order to qualify for the program a student must have: a cumulative standing in Art of 3.5; an overall cumulative of 3.0; a total of 70 or more completed credits, at least 18 of which must be in Art (a minimum of 9 credits on this campus). Qualified students must submit a proposal outline for Art 491 and 492 to the department chairperson during the third semester prior to graduation. The proposal, which must be endorsed by the potential supervisory faculty member, should provide for creative work and/or scholarly research. The Honors Committee has the responsibility for review of the initial proposal and for acceptance into both semesters of the program. The award of honors will be made by vote of the full-time faculty acting on recommendations from the Honors Committee.

Transfer Credit Policy

Transfer students must plan to take a minimum of six courses in art in the department. Courses taken elsewhere will be evaluated by the department for: (1) transfer for major or elective credit; (2) replacement of prerequisites; (3) advanced placement in cases where transfer of credit and/or prerequisite replacement does not apply. The evaluation can be accomplished prior to the admissions process; it should otherwise take place well in advance of registration for coursework in the department. It is also important for transfer students to work with an advisor in order to devise a meaningful individual program of courses.

Prerequisite Policy

At the 200 level: students must have completed one 100-level course prior to enrollment in any studio course at this level; there are no prerequisites for this level in art historical/critical studies.

At the 300 level: courses in the studio area require stipulated prerequisites plus permission of a faculty committee (upon submission of an Enrollment Request Form, available in the departmental office); courses in art historical/critical studies require a prerequisite (consult course descriptions) or permission of the instructor.

At the 400 level: *all* courses at this level require the submission of the Enrollment Request Form and junior or senior standing, as well as completion of appropriate prerequisites; final approval for enrollment in seminars will be given by the instructor; in all other courses, final approval will be given by the supervisory faculty and the chairperson.

Waivers of prerequisites can be awarded—in special circumstances—by the chairperson.

Fees

Lab fees are required for introductory studio courses (Art C199 and Art 175), for most film lecture courses, and for all studio courses in photography, film/video, and graphics. Fees are listed in the registration booklet and are billed through the Bursar's Office. Students are advised that courses in photography, film/video, and graphics require considerable expenditures in addition to the lab fee.

Art C100 Language of Art
Staff
The course teaches students to begin to understand the processes of artistic creation. It enables the student to grasp the expressive content of works of art in a wide variety of media and to analyze how the artist creates his/her effect. It is not an historical survey. Through lectures, discussions, field trips and museum visits, the student studies paintings, sculptures, and buildings with examples chosen as often as possible from the Boston area. The course addresses such concepts as rhythm, pacing, elements of stability versus change, and the possibilities of differing interpretations of subject matter through formal variations. It offers a solid introduction to the arts by developing the student's ability to see and analyze forms as the result of aesthetic and interpretive decisions.
Core Area: The Arts.
3 Lect Hrs
3 Credits

Art C199 Visual Thinking
Staff
This course serves as an introduction to the visual arts by emphasizing how one thinks visually. It provides training and exploration in the organization of sensory experiences—experiences which are already ordered in forms of art and design or which are encountered haphazardly in the world around us. Writing assignments will complement studio exercises, lectures, and selected readings dealing with issues such as space, light, color, and composition.
Core Area: The Arts.
4 Combined Lect/Studio Hrs
3 Credits

Art

Art E230 Architecture, Design, and Society
Ms Stieber
This course introduces students to Western and non-Western architecture and design. It explores the social, economic, and political roles of the design professions while tracing theory, technique, and form from ancient times to the present. Although the contributions of architecture are emphasized, the course also examines landscape architecture, urban design, and interior design. Sophomore standing is recommended.
3 Lect Hrs
3 Credit Hrs

Art E250 Art of the Twentieth Century
Mr Tucker
An analysis of the art of the twentieth century involves fundamental issues of form and content shared by all the arts. Taking a three-fold approach—formal, critical, and historical—this course examines the development of modern painting, sculpture, and architecture as well as the ascendant art forms of photography, video, and performance. It analyzes general theories and specific works in detail. Through class discussions, reading assignments, papers, and field trips, the student learns that the formal problems posed by twentieth century art are closely related to those in literature, music, and theatre, for they are problems of structure and definition, harmony and rhythm, diction and coherence. The student thus develops critical capabilities that he/she can apply to works by Picasso or Eliot, Matisse or Ravel.
Prerequisite: Sophomore standing.
Core Area: The Arts.
3 Lect Hrs
3 Credits

Art E265 Film Analysis
Mr Hansard, Mr Risse
Any thorough and systematic study of film, because of its essentially interdisciplinary nature, must address concerns and problems common to other forms of artistic expression such as literature, theatre, painting, and photography. The particular approach taken in this course to the study of film offers an encounter with the works that goes beyond the conventional experience of theatre and TV viewing and employs special methods of projection that permit detailed analysis by means of the use of slow motion and still frame techniques. The films thus studied will include examples of classic Hollywood, contemporary American, and foreign feature films, and the documentary. The course is not primarily historical in emphasis; rather, its concerns are the visual language of film, its use as the vehicle for narrative and theme, and major film types and styles. Special attention is given to the analysis and interpretation of sequences from the films studied in class.
Prerequisite: Sophomore standing.
Core Area: The Arts.
4 Lect/Viewing Hrs
3 Credits

Art E268 History of Western Sculpture
Ms Butler
This course explores man's capacity for imposing meaning on three-dimensional form. The goal of the course is to understand how certain ideas—man's most important ideas, those of human identity and the nature of God—have taken shape in sculptural form. Part of the understanding will come through looking at sculpture in relation to the other arts, through considering its various modes (free-standing statues, group sculpture, equestrian figures, relief sculpture, and portrait busts), and through examining the methods of making sculpture. The course will cover Greek, Roman, Medieval, Renaissance, Baroque and modern sculpture, and will include field trips to area museums and public monuments in the city of Boston.
Prerequisite: Sophomore standing.
Core Area: Historical and Cultural Studies.
3 Lect Hrs
3 Credits

Art 175 Visual Fundamentals I
Staff
Development of visual awareness through projects, lectures, and discussions which use the camera and other media as a means of establishing new and creative relationships with a visual environment.
4 Combined Lect/Studio Hrs
3 Credits

Art 200 Mini-Course in Art
Staff
Short courses on specialized topics in art history or studio work. Elective credit only.
Variable Lect or Studio Hrs
1-2 Credits

Art 201 Ancient and Medieval Art
Staff
The course will offer an historical survey of art and architecture of the ancient world, giving particular emphasis to Egyptian, Greek and Roman cultures. Students will also be introduced to the arts in Medieval Europe, with a special focus upon the Romanesque and Gothic styles.
3 Lect Hrs
3 Credits

Art 202 Renaissance to Modern Art
Staff
An historical survey of Western art and architecture from the 15th century to the 20th century. The course will deal with different aspects of the art of the Renaissance in Italy and the North, the Baroque and Rococo, Neoclassicism and Romanticism, Realism and Impressionism, and Post-Impressionism. The last few sessions will introduce, through broad surveys, the art of major non-Western cultures: African, Oriental, and Amerindian.
3 Lect Hrs
3 Credits

Art 210 Studies in the History of Art
Staff
Topics will vary from semester to semester according to the needs of the program and opportunities to engage visiting specialists; recent examples are "French Impressionism" and "Boston Architecture." Please contact the department for descriptions of current and/or contemplated offerings.
3 Lect Hrs
3 Credits

Art 254 American Architecture
Ms Stieber
A survey of American architecture and town planning from the 17th century to the present. Topics studied will include early colonial architecture, the search for a new style for the new republic, 19th century expansion and eclecticism, the revival of domestic architecture, the skyscraper style, and the development of modern architecture in the 20th century.
3 Lect Hrs
3 Credits

Art 260 Topics in the Art of Asia
Staff
A course in the art and architecture of Asia. Subjects will vary, but have included Buddhist art, the art of India, Far Eastern painting, Japanese graphics, and the art of China. Topics are announced during the preregistration period. Not offered on a regular basis.
3 Lect Hrs
3 Credits

Art 262 Topics in the Arts of the Americas
Staff
A course designed to provide an introduction to the art forms and styles of the tribes, regions and civilizations of North, Central, and South America, and Mexico. Subjects vary, but have included North American Indian art, and Middle American art. Topics are announced during the preregistration period. Not offered on a regular basis.
3 Lect Hrs
3 Credits

Art

Art 264 Topics in the Art of Africa
Staff
A course which most frequently will provide a broad introduction to the African arts, especially carved figures, masks, rock and wall paintings, textiles, and utilitarian objects. Occasionally, more specific topics will be announced during the preregistration period. Not offered on a regular basis.
3 Lect Hrs
3 Credits

Art 272 History of Photography
Staff
A survey of the history of photography from the invention of the medium in the 19th century to the present. Emphasis on photography as a medium of expression and communication, and on the distinctive qualities of selected photographers.
3 Lect Hrs
3 Credits

Art 275 Visual Fundamentals II
Ms Barron, Mr Thurman
A further development of the creative issues explored in Art 175, in this case concentrating on three-dimensional problems.
Prerequisite: One 100-level art course.
4 Studio Hrs
3 Credits

Art 281 Drawing I
Staff
Basic materials and techniques, with emphasis on drawing as a primary means for the description and interpretation of people and their environment. Problems in still life, landscape, and life drawing.
Prerequisite: One 100-level art course.
5 Studio Hrs
3 Credits

Art 293 Photography I
Mr Angier, Ms Shook and Staff
An introduction to basic issues in photography. The mechanics of the camera, the techniques of the darkroom, and matters of creative and personal import are addressed through illustrated lectures, class critiques, and assigned lab hours. Some attention is given to the history of photography.
Prerequisite: One 100-level art course.
8 Combined Studio/Lab Hrs
4 Credits

Art 295 Film/Video I
Mr Hansard
A beginning course in filmmaking, employing both super-8 and half-inch videotape equipment. The course is organized around weekly assignments of increasing complexity designed to allow the student to explore the communicative and expressive possibilities of the moving image.
Prerequisite: One 100-level art course.
8 Combined Studio/Lab Hrs
4 Credits

Art 310 Studies in the History of Painting
Ms Arb, Mr Tucker, Staff
A course designed to provide in-depth study in different aspects of the history of painting, dealing with ideas, issues, movements, and major figures. Topics will vary by semester and instructor. Consult current course announcement for specifics.
Prerequisite: Permission of instructor.
3 Lect Hrs
3 Credits

Art 311 Introduction to Italian Renaissance Painting
Ms Arb
The creation and flowering of the early Renaissance style in Florence, explored through study of the work of Masaccio, Fra Angelico, Piero della Francesca, Botticelli, and Leonardo da Vinci (among others), and their relationships to various aesthetic and intellectual currents in the various local centers.
Prerequisite: Art 201 or permission of instructor.
3 Lect Hrs
3 Credits

Art 312 Italian Renaissance Painting: The Golden Age
Ms Arb
A definition of high Renaissance classicism and of the particular form the style took in Rome and Venice in the first three decades of the 16th century. Concentration on the careers of Raphael, del Sarto, Michelangelo, Giorgione, Titian and Correggio, with reference to relevant lesser personalities.
Prerequisite: Art 201 or permission of instructor.
3 Lect Hrs
3 Credits

Art 316 Painting 1780-1850
Mr Tucker
An investigation of the major movements in European painting between 1780 and 1850—Neoclassicism and Romanticism—and the leading figures responsible for their development: Blake, Fuseli, Goya, David, Runge, Friedrich, Constable, Turner, Gericault, Delacroix, and Ingres.
Prerequisite: Art 202 or permission of instructor.
3 Lect Hrs
3 Credits

Art 317 Painting, 1850-1900
Mr Tucker
Painting in the second half of the nineteenth century: realism, impressionism, symbolism, art nouveau and post-impressionism. The course will trace the development of these movements and that of the leading figures responsible for their development (e.g., Courbet, Manet, Monet, Moreau, Seurat, Gauguin, Van Gogh, Cezanne).
Prerequisite: Art 202 or permission of instructor.
3 Lect Hrs
3 Credits

Art 318 Painting, 1900 to 1945
Mr Tucker
A study of the major movements and artists in the first half of the twentieth century, and their relationship to social and intellectual developments. The evolution of twentieth century painting: fauvism, cubism, German expressionism, futurism, neue sachlichkeit, dada, surrealism and abstract art.
Prerequisite: Art 202 or permission of instructor.
3 Lect Hrs
3 Credits

Art 319 Painting, 1945 to the Present
Mr Tucker
Trends and tendencies in contemporary art: abstract expressionism, pop, op, minimal, post-painterly abstraction, color field, new realism, happening, performance art, video and conceptual art. In addition to investigating these movements and the major figures involved in their development, the course will also consider the role of contemporary criticism and its influence on the arts.
Prerequisite: Art 202 or permission of instructor.
3 Lect Hrs
3 Credits

Art 320 Studies in the History of Sculpture
Ms Butler, Staff
This course will consider specific problems in the history of sculpture. It is designed to focus upon single artists, types of commissions, aspects of iconography, national or period styles as they come up in the history of sculpture. Topics will vary by semester and instructor. Consult current course announcement for specifics.
Prerequisite: Permission of instructor.
3 Lect Hrs
3 Credits

Art 324 Italian Sculpture 1300 to 1600
Ms Arb
A survey of the various styles and subjects of Italian sculpture, stressing the work of major artists such as Pisano, Ghiberti, Donatello, Michelangelo, Cellini and Giambologna.
Prerequisite: Art 201 or permission of instructor.
3 Lect Hrs
3 Credits

Art 326 Tomb Sculpture
Ms Butler
A study of the sculptural forms man has employed as marker of the grave in various civilizations from primitive burials through rural cemeteries of the 19th century. Particular focus will be placed on the question: how does the tomb reveal the ways in which either an age has seen itself or an individual him/herself?
Prerequisite: Permission of instructor.
3 Lect Hrs
3 Credits

Art 328 Modern Sculpture
Ms Butler
Emphasis on the 19th century origins of modern sculpture and the range of sculptural expression achieved during the 20th century. Field trips required.
Prerequisite: Art 202 or permission of instructor.
3 Lect Hrs
3 Credits

Art

Art 330 Studies in the History of Architecture
Ms Stieber
A course designed to provide in-depth study of historical and contemporary ideas, issues, and major figures, in architecture and urban planning. Topics will vary by semester and instructor. Consult current course announcement for specifics.
Prerequisite: Permission of instructor.
3 Lect Hrs
3 Credits

Art 339 Twentieth Century Architecture
Ms Stieber
Theory and form in twentieth century architecture. The course will present a detailed examination of architecture in both Europe and America since 1900. Subjects will include: art nouveau; de Stijl; the Bauhaus; the new internationalism vs. art deco styles; fascist and capitalist architecture of the thirties and forties; minimalist styles vs. revivalism; the sculptural and monumental vs. nihilist attitudes in contemporary architecture. Some thought will be given to the contrast between "popular" and "elitist" styles. Considerable attention will be given to contemporary theories on the function and forms of architecture.
Prerequisite: Permission of instructor.
3 Lect Hrs
3 Credits

Art 340 Studies in the History of Criticism and Aesthetics
Staff
A course in the analysis of aesthetics and art criticism designed to provide a better understanding of issues and major developments in the history of ideas. Topics will vary by semester and instructor. Consult current course announcement for specifics.
Prerequisite: Permission of instructor.
3 Lect Hrs
3 Credits

Art 365 The Documentary Film
Mr Risse
A survey of nonfiction film examining the evolution of rhetorical and visual techniques in their historical contexts. The course will focus on the major schools of the documentary as well as on specific filmmakers.
Prerequisite: Art C265.
3 Lect Hrs/2 Viewing Hrs
3 Credits

Art 368 The Movies
Mr Hansard, Mr Polito, Mr Risse
A topics course in film study concentrating on a specific director, genre or historical period, through an approach which focuses on theme and style. Weekly film viewing in addition to three regular class hours per week. Topics will vary; consult current course announcement.
Prerequisite: Art E265 or permission of instructor.
5 Lect Hrs/Viewing Hrs
3 Credits

Art 380 Studio Workshop
Staff
A course dealing with one or more techniques, media and problems not covered or explored in the specific workshops in painting, graphics, three-dimensional work and photography. Content will vary; consult current course announcement.
Prerequisites: Enrollment request form and 3 studio courses to be specified by the individual instructor.
5 Studio Hrs
3 Credits

Art 381 Drawing II
Staff
Continuation of work begun in Art 281, involving problems in a number of drawing media (ink, charcoal, pencil, chalk, etc.) approached through work with still-life, landscapes and the human figure.
Prerequisites: 3 courses in art and enrollment request form.
5 Studio Hrs
3 Credits

Art 382 Drawing III
Staff
Continuation of the major concerns in Drawing II with a new emphasis on their integration into pictorial statement.
Prerequisites: Drawing II and enrollment request form.
5 Studio Hrs
3 Credits

Art 383 Painting Workshop
Ms Barron, Mr Egleston, Mr Thurman, Mr Yarde
Specific problems are addressed in or through various painting media including oil, opaque, watercolor, acrylics. Content will differ from semester to semester.
Prerequisites: 3 studio courses in art and enrollment request form.
5 Studio Hrs
3 Credits

Art 384
See Art 383.

Art 386 Three-Dimensional Workshop
Staff
This course takes up issues basic to three-dimensional form, such as particular materials and techniques; or it may take up topics to be solved by three-dimensional means. Content devised for a particular semester will not be repeated.
Prerequisites: 3 studio courses in art and enrollment request form.
5 Studio Hrs
3 Credits

Art 387 Graphics Workshop
Staff
This course will consist of a series of problems in pattern, systems, composition and personal symbology, manifested in either intaglio or serigraphic techniques. Content will vary from semester to semester.
Prerequisites: 3 studio courses in art and enrollment request form.
8 Combined Studio/Lab Hrs
4 Credits

Art 388
See Art 387.

Art 390 Slide-Tape and Multi-Image Workshop
Mr Polito
A non-darkroom course exploring the sequencing of photographically produced still images, and the integration of those images with sound, through the media of slide-tape and multi-screen productions. Students will develop technical skills, deal with aesthetic issues and concerns, and design and produce projects. Students must have basic photographic skills and access to an adjustable 35mm camera.
Prerequisites: 3 art courses including Art 293 or Art 295, and an enrollment request form.
3 Lect Hrs
3 Credits

Art 393 Photography II
Mr Angier, Ms Shook and Staff
A continuation of studies begun in Art 293 with more advanced content, and an expectation of higher achievement. Lectures, group critique, and laboratory assignments.
Prerequisites: 3 courses in art and enrollment request form.
8 Combined Studio/Lab Hrs
4 Credits

Art 394 Photography III
Mr Angier, Ms Shook
This course is a more advanced continuation of study in photography, stressing personal and independent points of view, through lectures, group critiques, discussion meetings, and darkroom work.
Prerequisites: Art 393 and enrollment request form.
8 Combined Studio/Lab Hrs
4 Credits

Art 395 Film/Video II
Mr Hansard
A second semester of practice in the organization and execution of moving imagery and sound.
Prerequisites: 3 courses in art including Art 293 and enrollment request form.
8 Combined Studio/Lab Hrs
4 Credits

Art

Art 396 Film/Video III
Mr Hansard
This third semester of film and video is designed to provide the advanced student with a more complex experience in this area of study.
Prerequisites: Art 395 and enrollment request form.
8 Combined Studio/Lab Hrs
4 Credits

Art 399 Photography Workshop
Mr Angier, Ms Shook
Students will concentrate on completing a strong, cohesive body of work; this could take the form of a portfolio, book, or installation. Each workshop will be built on a broad topic (or an already formulated subject or issue which the individual may choose to develop). Students must have technical control of medium, as class time will be given to critiques and to discussions of parallel professional work and assigned readings.
Prerequisites: 2 semesters of photography, permission of instructor, and enrollment request form.
4 Combined Lect/Lab Hrs
2 Credits

Art 400 Advanced Mini-Course in Art
Staff
Short courses on specialized topics in art history or studio work. This course will require a prerequisite or equivalent preparation in advance of enrollment. Elective credit only.
Variable Lect or Studio Hrs
1-2 Credits

Art 414 Photography IV
Mr Angier, Ms Shook
This course is the final course in the photography sequence. Students will be required to develop a substantial portfolio on a specific theme, which demonstrates critical thinking and advanced technical skills. As in other photography courses, class time will be divided among lectures, group critiques and discussions, and darkroom work.
Prerequisites: Art 394 and enrollment request form.
8 Combined Studio/Lab Hrs
4 Credits

Art 478, 479 Independent Study
Staff
Independent investigation of a special area under the supervision of a qualified professor. Open only to a limited number of students in any one semester. A written prospectus of the project is required of applicants.
Prerequisites: Permission of instructor and department chairperson, and enrollment request form.
Hrs by arrangement
1-3 Credits

Art 480, 481 Seminar in Visual Studies
Staff
Designed primarily for the art major, to provide advanced work in areas and topics not normally offered in existing courses. Course content will vary with instructor. May be repeated for credit.
Prerequisites: Permission of instructor and enrollment request form.
3 Lect Hrs or 5 Studio Hrs
3 Credits

Art 488, 489 Special Problems—Field Work
Staff
An independent project with an off-campus project focus under the supervision of a qualified professional. Open to a limited number of students in any semester. A written prospectus of the project is required of all applicants.
Prerequisites: Permission of instructor and department chairperson, and enrollment request form.
Hrs by arrangement
1-6 Credits

Art 491 Honors Project
This is the first semester's work of two leading to consideration for the award of Honors in Art. Course work will include an approved creative and/or research project under faculty supervision. Grades are to be awarded by supervising faculty as in regular independent study courses. Students may elect to withdraw from consideration for Honors and continue other course work without jeopardy to grades or credit. See departmental regulations for a description of this program.
Prerequisite: Permission of departmental Honors Committee.
Hrs by arrangement
3 Credits

Art 492 Honors Project
Continuation of work begun in Art 491. Candidacy for continuation in the Honors Program will be determined by the Honors Committee prior to enrollment in this course. Students may elect to withdraw from consideration for Honors and continue other work without jeopardy to grades or credit. Grades are to be awarded by supervising faculty as in regular independent study courses.
Prerequisite: Permission of departmental Honors Committee.
Hrs by arrangement
3 Credits

Biobehavioral Studies Program

Directors

Associate Professors Naomi Bishop, Jeremy Hatch, and Celia Moore

The Program

Students interested in animal behavior who are majoring in anthropology, biology, or psychology may choose to participate in the Biobehavioral Studies Program as a specialized addition to their regular major.

The goal of the Biobehavioral Studies Program is to provide students with a broad understanding of the various approaches to the naturalistic study of the behavior of all animals, including humans. Students in the program complete a major in one of the three departments associated with the program, and in addition take a group of appropriate courses in each of the other two departments. Interested students are urged to consult with one of the program's three directors, each of whom is affiliated with a different one of the three associated departments.

Requirements and Recommendations

Students entering the program are advised to take introductory courses in all three departments. In order to insure that the program is recorded on their transcripts, students should complete the appropriate form, available from any of the program's directors, and file a card with the Office of Registration and Records.

The program's requirements are intended to introduce students to the study of animal behavior, and to provide both breadth and depth, through courses in both a major field and in related areas.

Students in the program must complete a major in anthropology, biology, or psychology. Each of these three departments offers courses which are simultaneously applicable to the departmental major requirements and to those of the Biobehavioral Studies Program.

All students in the program must take at least six courses, to be distributed according to the following specifications:

I. at least one program-approved course from the student's major department.

II. a total of at least five courses from the other two departments, including a minimum of one course from each.

III. at least one course from category A (see below), two from category B, and two from category C.

Approved Courses:

A. First Courses in Animal Behavior

Anth C210 (Biosocial Bases of Human Behavior)
Psych 265 (Comparative Psychology)

B. Associated Fields

Anth 411 (Primate Anatomy)
Anth 364 (Sociobiology and Human Behavior)
Biol 240 (Biology of Populations)
Biol 316 (Neurobiology)
Biol 317 (Endocrinology)
Biol 342 (Ecology)
Biol 352 (Evolution)
Biol 238 (Ornithology)
Psych 260 (Physiological Psychology)
Psych 360 (Neuropsychology)
Psych 250 (Learning)

C. Advanced Courses in Animal Behavior

Anth 310 (Primate Behavior)
Anth 311 (Primate Socialization)
Anth 355 (Sex Roles and Relationships)
Biol 348 (Animal Behavior)
Biol 350 (Sociobiology)
Biol 650 (Advanced Animal Behavior)
Psych 465 (Psychobiology of Development)

D. Laboratory Courses

Biol 349 (Methods in Ethology)
Psych 266 (Laboratory in Animal Behavior)

Transfer Credit Policy

At least three of the five program-approved courses from the departments outside the major department must be taken at UMass/Boston. Transfer courses must be approved in writing by a Co-director of the program.

Department of Biology

Faculty

Lawrence Kaplan, Professor and Chairperson; Professors Kamaljit Bawa, Robert Guimond, Nevin Weaver, Richard White, H. Garrison Wilkes; Associate Professors Ruth Bennett, John Ebersole, John Freeberg, William Hagar, Bettina Harrison, Jeremy Hatch, Christine Armett-Kibel, Michael Rex, Fuad Safwat, Edna Seaman, Claire Van Ummersen; Assistant Professors Steven Ackerman, Kenneth Campbell, Kenneth Kleene, Pauline Parsons, Michael Shiaris, Manickam Sugumaran, Richard Yelle; Part-time Assistant Professor Elizabeth A Davis; Part-time Lecturer Karlene Schwartz

The Department

Biology is enormously diverse. A few of the many fields it encompasses are anatomy, animal behavior, botany, ecology, genetics, microbiology, physiology and zoology. In some educational institutions, each of these (and others) is the title of a separate department, but the current tendency is for unification. The University's Biology Department reflects some of the diversity of the discipline, not only in its faculty, but also in its students and its curriculum. About 10% of the students in CAS are biology majors with a wide range of interests and aims. Some may have specific professional goals in mind (medical, environmental), or they may adopt biology as a non-professional Arts and Sciences major. The diversity and depth of our course offerings support either approach to the study of living systems.

Requirements and Recommendations for the Major

Required introductory and intermediate courses

Biol D111 and D112 (General Biology I and II) or Biol D113 (Accelerated Biology)
Chem D103 and D104 (Chemical Principles I and II)

Two semesters of mathematics: Math D124 (Applied Algebra) *or* Math D130 (Precalculus College Algebra and Trigonometry) *and* at least one semester of calculus (Math D135 or Math D140) are recommended. Math D105, D110, D120, and D125 are not counted toward the two semester math requirement of the biology major.

Phys D107 and D108 (College Physics I and II)
Phys 181 and 182 (Introductory Physics Laboratory I and II)
Biol E211 (Physiology of Organisms)
Biol E252 (Genetics)

Note: Prospective majors are advised to take Biol D111-D112, Chem D103-D104, and mathematics courses during their first year; Biol 211, Biol 252, Phys D107-D108, and Phys 181-182 during their second year.

Students who have taken the Advanced Placement Examination in Biology and have scored "3" will be exempted from taking General Biology at UMass/Boston.

Students who score "4" or higher on the Advanced Placement Examination will be exempted from taking General Biology at UMass/Boston and will be granted 4 elective credits toward graduation.

CLEP. The Biology Department accepts a score of 50 and above on the CLEP exam plus satisfactory performance on the essay CLEP exam. Satisfactory performance will be determined by the faculty of the department who will grade the essay. Students who meet the above two requirements will be exempted from General Biology (Biology D111-D112) and will receive six (6) credits.

Additional Requirements:

Biology majors must complete 15 credit hours of biology courses at the 300 level or higher; a minimum of 3 credit hours in the laboratory must be included. (Biol 381, 478-479, and 672 will not satisfy this requirement.)

Majors must complete 8 additional credit hours at the 200 level or higher in biology or in related fields. Biol 202, 203, 207, 208, E211, and E252 may not be used to complete these 8 additional credit hours. Courses in related fields include organic chemistry, certain other advanced science courses apart from those basic courses required of biology majors, and certain social science courses in the biobehavioral area. A student's choice of courses in related fields must be approved by the Department Chairperson *before* registration.

Note: Approval of the course instructor and the Department Chairperson is required if a student is to take for the third time any biology course in which the student has received grades of "W" and/or "F."

Requirements for the Bachelor of Science Degree

Biology majors who wish to qualify for the Bachelor of Science degree must complete six semesters in science outside of the major discipline. They meet this requirement by taking Chem D103-104, 2 semesters of physics with lab, and 2 semesters of math above the 130 level (e.g., Math D135-136 or Math D140-141). If one of the math courses is below the 135 level, then the B.S. candidate may substitute any course in chemistry or physics above the introductory level, or any of certain courses in psychology (250, 251, 255, 260, 265, 266, 275, 350, 355, 360, 362, 363, 465).

Honors

To graduate with honors in biology it is necessary to complete satisfactorily a program of at least 3 credits in Independent Study in Biology. A formal honors application must be filed with the biology office when Independent Study is begun. The biology faculty will confer departmental honors upon students who:

1. Have a cumulative average of 3.0 or higher.
2. Have obtained satisfactory grades in their advanced biology courses. (Generally interpreted as no pass/fail enrollment and a 3.0 average in all biology courses numbered 200 or above).
3. Have written a thesis and given an oral presentation of their independent study project which the biology faculty feels merits the awarding of honors. Thesis presentations are usually scheduled during the last week of classes. The completed written thesis is due one week prior to the presentation.

Pass/Fail Option

Not more than one course in biology or in an approved closely related field specified as part of the biology major degree requirements shall be taken on a Pass/Fail basis.

Transfer Credit Policy

In meeting requirements for graduation with a degree in biology, a transfer student must include at least 12 credit hours, including a minimum of 2 credit hours (6 class hours) in laboratory work, taken within the Biology Department at UMass/Boston (or equivalent at UMass/Amherst). These courses will be at the 300 level or above unless approval is obtained for lower level courses from the department chairperson.

Biology

Double Major in Biology and Medical Technology

The Program

The Double Major in Biology and Medical Technology is intended for students wishing to work in a health related clinical setting who may not choose to pursue graduate degrees upon completion of their undergraduate work. Students in this program fulfill the requirements for the biology major in three years and complete the medical technology major through a year of clinical training in the fourth year. Students are not required to make a commitment to the medical technology degree until the third year of the program, which allows students to change to a conventional biology major, or to change from a conventional major into the double major. In most cases tuition is waived for the year of clinical training.

All students who complete the double major will have received a sound education in biology as well as having acquired the specific career skills of a medical technologist. The job market for medical technology is substantial. A recent study predicts that there will be a 30.5% increase in positions occupied by medical technologists by 1990. The program has been developed to address this specific career situation, and to allow maximum flexibility for students.

Degree Requirements

Students in the Double Major in Biology and Medical Technology complete a three year biology major and a year of clinical training, and are required to fulfill the core requirements of the College of Arts and Sciences.

The following courses are required of all double majors (biology and medical technology):

- First Year

Biology D111	Biology D112
Chemistry D103	Chemistry D104
Math D124/D130	Math D135/D140
English 101	English 102

- Second Year

Biology E211–Physiology	Biology E252–Genetics
Chemistry 253–Organic Chemistry	Chemistry 254–Organic Chemistry
*Core Course	Biology 334–Microbiology
Core Course	Core Course
	Core Course

*For core course definitions see the beginning of the CAS section.

- Third Year

Biology 373–Methods in Cell Biology and Biochemistry	Biology 374–Methods in Cell Biology and Biochemistry
Biology 3XX (any 300 course)	Biology 302–Histology
Physics D107 and 181	Physics D108 and 182
Core Course	Core Course
	Core Course

- Fourth Year

Professional Study Program

32 credits of clinical training in an approved accredited laboratory.

Admission to the clinical training is on a competitive basis. Students must have a 2.5 GPA in order to be considered by accredited laboratories.

Biol D101 The Basis of Life
Staff
The uniqueness of life within the physical universe. The matter and energy of life, the genetic code, molecular biology, and the origin and evolution of life. An overview for students in the humanities and social sciences of those features which distinguish living organisms from non-living things. No background in the natural sciences is required.
Core Area: Natural Sciences.
3 Lect Hrs, 1 Disc Hr
3 Credits

Biol D102 Evolutionary Biology
Staff
Designed for students in the social sciences and humanities. Those areas of genetics, ecology and evolution that form a unified approach to the study of organisms and populations. No background in the natural sciences is required.
Core Area: Natural Sciences.
3 Lect Hrs
3 Credits

Biol D111 General Biology I
Staff
An integrated course stressing the principles of biology. Life processes are examined primarily at the molecular and cellular levels. Intended for students majoring in biology or for non-majors who wish to take advanced biology courses.
Core Area: Natural Sciences.
3 Lect Hrs, 3 Lab Hrs
4 Credits

Biol D112 General Biology II
Staff
An integrated course stressing the principles of biology. Life processes are examined primarily at the organismal and population levels. Intended for students majoring in biology or for non-majors who wish to take advanced biology courses.
Prerequisite: Biol D111.
Core Area: Natural Sciences.
3 Lect Hrs, 3 Lab Hrs
4 Credits

Biol D113 Accelerated Introductory Biology I
Staff
An accelerated course in General Biology for a select group of students who are able to devote a great deal of time to the course. In one semester the course will cover all the material covered in Biol D111-D112, and will serve as a prerequisite for intermediate-level biology courses. A strong background in mathematics and the sciences is advisable.
Prerequisite: Permission of the department.
Core Area: Natural Sciences.
3 Lect Hrs, 3 Lab Hrs, 2 Disc Hrs
6 Credits

Biol E211 Physiology of Organisms
Staff
A study of basic plant and animal physiology at the organismal level.
Note: Students who do not wish to take the laboratory portion of this course should register for Biol 213.
Prerequisites: Biol D111 and D112; Co- or Prerequisite: Chem D103.
3 Lect Hrs, 3 Lab Hrs
4 Credits

Biol E213 Physiology of Organisms Lecture
Staff
Lecture section of Biol E211; no lab work required.
Prerequisites: Biol D111 and D112.
3 Lect Hrs
3 Credits

Biology

Biol E240 Introduction to Population Biology
Staff
Basic course in ecology and evolution. Examines interaction of organisms at the population and community levels. Topics include patterns of climate and communities, energy flow and nutrient cycling, productivity, biogeochemical cycles, population growth, life history strategies, behavior, natural selection, adaptation, specification and human ecology and evolution.
Prerequisites: Biol D111 and D112 or equivalent.
Core Area: Natural Sciences.
3 Lect Hrs, 3 Lab Hrs (six-hour lab or field trip each week for first half of semester only)
4 Credits

Biol E242 Introduction to Population Biology (Lecture)
Staff
Lecture section of Biol E240; no lab work is required.
Prerequisites: Biol D111 and D112 or equivalent.
Core Area: Natural Sciences.
3 Lect Hrs
3 Credits

Biol E252 Genetics
Staff
The basic principles of heredity will be studied through an integrated presentation of molecular and classical (Mendelian) genetics. Topics include the nature of the hereditary material, structure of chromosomes and patterns of inheritance.
Note: Students who do not wish to take the laboratory portion of this course should register for Biol 254.
Prerequisites: Biol D111 and D112. Chem D103 and D104 recommended.
Core Area: Natural Sciences.
3 Lect Hrs, 3 Lab Hrs
4 Credits

Biol E254 Genetics Lecture
Staff
Lecture section of Biol 252; no lab work required.
Prerequisites: Biol D111 and D112.
Core Area: Natural Sciences.
3 Lect Hrs
3 Credits

Biol 104 Human Biology
Staff
A one-semester course designed principally for those who do not intend to major in biology. Principles of biology are taught using the human organism as a representative of biological systems at several levels. Subjects covered include human evolution, genetics, reproduction and development, and the impact of human beings on their environment. No background in the natural sciences is required.
3 Lect Hrs, 3 Lab Hrs
3 Credits

Biol 105 Plants and Human Affairs
Mr Wilkes
The origin, botanical relationships, domestication and history of plants of economic importance, emphasizing our dependence on cultivated plants and our influence on the vegetation of the world. No background in the natural sciences is required.
3 Lect Hrs, 3 Lab Hrs
4 Credits

Biol 108 Introduction to Nutrition
Staff
Introduction to the elements of nutrition with emphasis on nutrition for humans; examination of food stuffs and nutritional quality, physiology of food utilization, food quality regulations, and the global ecology of food production. No background in the natural sciences is required.
3 Lect Hrs
3 Credits

Biol 200 Field Biology on Nantucket
Staff
Summer only. Requires reports on original research projects in the field biology of Nantucket Island. Meets every weekday during part of the summer at the University's field station on Nantucket. Lectures, seminars, and individual consultation arranged. Mainland students live at the station and are responsible for modest expenses.
Prerequisites: Biol D111 and D112 or permission of instructor.
Hrs by arrangement
1-6 Credits

Biol 202 Anatomy
Staff
A study of the structure of the organ systems of man. Laboratory work includes a dissection of the cat and selected sheep organs. Open to physical education majors; also to others who have the permission of the Biology Department chairperson.
Prerequisites: Biol D101 and 102, or Biol D111 and 112.
3 Lect Hrs, 3 Lab Hrs
4 Credits

Biol 203 Human Physiology
Staff
The analysis of the functions of human organ systems including the digestive, muscular, nervous, endocrine, reproductive, circulatory, respiratory, and excretory systems. Open to physical education majors; also to others who have the permission of the department chairperson.
Prerequisites: Biol D101 and 102, or Biol D111 and 112.
3 Lect Hrs
3 Credits

Biol 205 Basis of Drug Action
Staff
A course designed for non-biology majors who are interested in the physiological rationale for modern drug therapy. The course will examine the mechanisms of action of drugs used to control a variety of common and/or interesting ailments as well as those which perturb normal physiological function such as anesthetics and toxins. Basic principles of pharmacology will be presented; no background in physiology will be presumed.
Prerequisites: Biol D101 and D102; or Biol D111 and D112; or permission of instructor.
3 Lect Hrs
3 Credits

Biol 207 Anatomy and Physiology i
Staff
A study of the human organism, correlating structure and physiological mechanisms. Emphasis on skin, the special senses, and the skeletal, articular, muscular, nervous, and endocrine systems. Required of nursing majors.
Prerequisite: Biol D111 or equivalent.
3 Lect Hrs, 3 Lab Hrs
4 Credits

Biol 208 Anatomy and Physiology ii
Staff
A continuation of Biol 207. Emphasis on the digestive, circulatory, respiratory, excretory, and reproductive systems. Required of nursing majors.
Prerequisite: Biol 207.
3 Lect Hrs, 3 Lab Hrs
4 Credits

Biol 209 Medical Microbiology
Staff
An introduction to viruses, bacteria, fungi, and protozoa which may be pathogenic to man and animals; and to immunology, epidemiology, and clinical microbiology. The laboratory introduces sterile techniques, maintenance of pure cultures, isolation, identification, and immunological methods. For nursing majors. Biology majors should take Biol 334 for microbiology.
Prerequisites: Biol D111; Chem D103 and D104, or Chem D107 and D108, or equivalent.
3 Lect Hrs, 3 Lab Hrs
4 Credits

Biol 220 Taxonomy of Seed Plants
Mr Kaplan
Evolutionary relationships of orders and families of seed plants; principles of taxonomy; systems of classification; a survey of the major plant families.
Prerequisite: One year of biology or permission of instructor.
3 Lect Hrs
3 Credits

Biol 221 Taxonomy of Seed Plants Laboratory
Mr Kaplan
Laboratory study of the major seed plant families. Collection and identification of local flora.
Corequisite: Biol 220.
3-6 Lab Hrs, occasional field trips
1-2 Credits

Biology

Biol 238 Ornithology
Mr Hatch
The biology of birds, with emphasis on problems of wider biological interest in ecology and behavior.
Prerequisites: Biol D111 and D112 or equivalent.
Corequisite: Biol 239.
3 Lect Hrs
3 Credits

Biol 239 Ornithology Laboratory
Mr Hatch
Laboratory and field work in ornithology.
Prerequisites: Biol D111 and D112 or equivalent.
Corequisite: Biol 238.
3 Lab Hrs
1 Credit

Biol 302 Histology
Ms Harrison
A survey of the structure and organization of tissues and organ systems, primarily of mammals. Cellular physiology will be considered as it relates to structure, ultrastructure, and staining characteristics.
Prerequisite: Biol E211.
3 Lect Hrs, 3 Lab Hrs
4 Credits

Biol 312 Developmental Biology
Staff
Basic processes of development at the organismal level, using both animal and plant examples. Topics included will be reproduction, gametogenesis, growth, morphogenesis, differentiation, gene expression and organogenesis.
Note: Students who do not wish to take the laboratory portion of this course should register for Biol 314.
Prerequisites: Biol E211 or E213; Chem D103.
3 Lect Hrs, 6 Lab Hrs
5 Credits

Biol 314 Developmental Biology Lecture
Lecture section of Biol 312; no lab work required.
Prerequisites: Biol E211 or E213; Chem D103.
3 Lect Hrs
3 Credits

Biol 316 Neurobiology
Ms Kibel, Ms Bennett
The basic physiology of the nervous system, muscles, and sense organs; their organization into functional units.
Note: Students who do not wish to take the laboratory portion of this course should register for Biol 318.
Prerequisite: Biol E211 or E213 or permission of instructor.
3 Lect Hrs, 3 Lab Hrs
4 Credits

Biol 317 Endocrinology
Mr Campbell
The study of hormone physiology and biochemistry in the context of organismal regulation and coordination. Includes hormone chemistry, control and regulation of hormone production, and the cellular and biochemical nature of hormone action. Emphasis on mammalian systems and on laboratory and clinical investigations of the endocrine system.
Note: Students who do not wish to take the laboratory portion of this course should register for Biol 319.
Prerequisite: Biol E211 or E213 or permission of instructor.
3 Lect Hrs, 3 Lab Hrs
4 Credits

Biol 318 Neurobiology Lecture
Ms Kibel, Ms Bennett
Lecture section of Biol 316; no laboratory work required.
Prerequisite: Biol E211 or E213 or permission of instructor.
3 Lect Hrs
3 Credits

Biol 319 Endocrinology Lecture
Mr Campbell
Lecture section of Biol 317; no laboratory work required.
Prerequisite: Biol E211 or E213 or permission of instructor.
3 Lect Hrs
3 Credits

Biol 320 Vascular Plants
Mr Freeberg, Mr Kaplan
Growth, structure, and function of vascular plants with emphasis on the plants as a functioning unit in varied environments. The principal families of seed plants are surveyed with respect to their phylogeny, geography, and identification. Practical aspects of botany of higher plants will be included in the laboratory along with description and experimental work.
Note: Students who do not wish to take the laboratory portion of this course should register for Biol 322.
Prerequisite: Biol E211 or E213.
3 Lect Hrs, 3 Lab Hrs
4 Credits

Biol 322 Vascular Plants Lecture
Mr Freeberg, Mr Kaplan
Lecture section of Biol 320; no lab work required.
Prerequisite: Biol E211 or E213.
3 Lect Hrs
3 Credits

Biol 330 Biology of Fishes
Staff
The evolution, ecology, genetics, taxonomy, and structure of fish. Biological problems of general interest will be emphasized, such as breeding systems, genetics of sex determination, evolution by means of chromosome duplication, environmental physiology, and migration.
Prerequisites: Biol E211 and E252 or permission of instructor.
3 Lect Hrs
3 Credits

Biol 331 Biology of Marine Invertebrates
Staff
Essential background for those planning to concentrate in organismic biology, evolution, ecology or applied environmental science. The course covers life histories, ecological roles, adaptations, morphologies, evolution, and classification of marine invertebrate animals. Laboratory includes field trips to local marine communities.
Note: Students who do not wish to take the laboratory portion of this course should register for Biol 333.
Prerequisite: Biol E211.
3 Lect Hrs, 6 Lab Hrs
5 Credits

Biol 333 Biology of Marine Invertebrates (Lecture)
Staff
Lecture section of Biology 331; no lab work is required.
Prerequisite: Biol E211.
3 Lect Hrs
3 Credits

Biol 334 Microbiology
Mr Shiaris
Characterization and classification of the major groups of microorganisms, and the relationships of some of these with human beings and with the environment. Lectures and laboratory work will treat distinguishing morphological, physiological, and nutritional characteristics of the bacteria, algae, fungi, and protozoa. Consideration of host-parasite relationships and of environmental, food, and industrial microbiology.
Prerequisites: Biol E211 and Chem D104.
3 Lect Hrs, 3 Lab Hrs
4 Credits

Biol 338 Insect Life
Mr Weaver
Physiological and other adaptations that account for the survival and success of insect life will be considered. The laboratory will deal primarily with the diversity of insects. Brief consideration will also be given to the relationship of insects to humankind.
Prerequisites: Biol E211 and either Biol E240 or E252.
3 Lect Hrs, 3 Lab Hrs
4 Credits

Biol 342 Ecology
Mr. Ebersole
A course in population and community ecology. Topics include theory and case studies of population dynamics, competition, predation, niche concepts, life history strategies, behavioral interactions, energetics and productivity, community structure and organization, and biogeography.
Prerequisite: Biol E240 or E242.
3 Lect Hrs
3 Credits

Biology

Biol 343 Ecology Laboratory
Staff
Field trips to local terrestrial and marine communities, laboratory studies of population dynamics and interactions between species, and analytical approaches to ecological data. Some field trips may be scheduled on Saturdays.
Corequisite: Biol 342.
1 Lect Hr, 3 Lab Hrs
2 Credits

Biol 346 Marine Ecology
Staff
The organisms of marine and coastal habitats and their adaptations to the physiochemical parameters of marine environments. The structure and function of marine communities and ecosystems. Laboratory and field work.
Prerequisites: Biol E211 and E252 or permission of instructor.
4-6 weeks at the Nantucket Field Station
4-6 Credits

Biol 348 Animal Behavior
Mr Hatch
The course deals with some topics in the physiology and development of behavior and more extensively with social organization, communication and ecological aspects of behavior. Emphasis on the function and evolution of behavior.
Prerequisite: Biol E240 or permission of instructor.
3 Lect Hrs
3 Credits

Biol 349 Methods in Ethology
Mr Hatch
Observational and experimental analyses of the behavior of a variety of species. Laboratory studies, films and field trips.
Prerequisite: Biol E240; Biol 348 is a corequisite.
5 Lab Hrs, 1 Disc Hr
3 Credits

Biol 352 Evolution
Mr. Ebersole
Evolution as the unifying concept of biology. Topics will include population genetics, adaptive strategies, sex and breeding systems, speciation and population differentiation, fossil histories, evolution of man.
Prerequisites: Biol E240 and E252.
3 Lect Hrs
3 Credits

Biol 353 Evolution Laboratory
Staff
Laboratory investigations of evolutionary processes, including simulations of population genetics, biometric analyses of adaptive morphological features in natural populations, experiments on mimicry, field trips to systematic museum collections and local natural habitats, and phylogenetic analysis of land snails. Concepts of experimental design and statistical analysis are emphasized.
Corequisite: Biol 352.
3-6 Lab Hrs, 1 Disc Hr
2-3 Credits

Interd 354 (Biol and Chem) Introduction to Biochemistry
Mr Laufer, Mr Mariani
Structure, chemistry and metabolism of nucleic acids, lipids, proteins and carbohydrates.
Prerequisite: Chem 254.
3 Lect Hrs
3 Credits

Interd 358 (Biol and Chem) Introduction to Biochemistry
Mr Laufer, Mr Mariani
Structure, chemistry and metabolism of nucleic acids, lipids, proteins and carbohydrates. Laboratory provides experimental training in preparation, analysis and characterization of natural products.
Prerequisite: Chem 254.
3 Lect Hrs, 3 Lab Hrs, 1 Disc Hr
5 Credits

Biol 360 Sociobiology
Staff
Societies of vertebrates and colonies and societies of invertebrates will be considered as illustrative of various types of social life. Theories of the evolutionary mechanisms that have been advanced to account for the evolution of social life will be considered in some detail. Concepts of behavioral ecology as illustrated by social animals will be used to examine generalizations concerning animal societies and their evolution. A term paper based on library research in primary sources will be required.
Prerequisite: Biol E252 or E240.
3 Lect Hrs, 1 Lab Hr
4 Credits

Biol 371 Cell Biology and Biochemistry I
Staff
The cytology and fine structure of cells in relation to the production of energy for growth and reproduction. The chemistry of the life process considered in detail as a tool for inquiry into current problems in biology.
Prerequisite: Biol E211 or E213; Corequisite: Chem 253.
3 Lect Hrs
3 Credits

Biol 372 Cell Biology and Biochemistry II
Staff
The structure and function of the nucleus. The biochemical mechanisms of growth and reproduction at the molecular level.
Prerequisite: Biol 371.
3 Lect Hrs
3 Credits

Biol 373 Methods in Cell Biology and Biochemistry I
Staff
Laboratory course to accompany Biology 371. It comprises several tracks, each dealing with some aspect of cell function. Each 7 week track is an autonomous unit, with a minimum of 1 hour of lecture and 5 hours of laboratory per week. Each student must take 2 tracks per semester.
Prerequisite or corequisite: Biol 371 or equivalent.
1 Lect Hr, 5 Lab Hrs
3 Credits

Biol 374 Methods in Cell Biology and Biochemistry II
Staff
Laboratory course to accompany Biology 372. It comprises several tracks, each dealing with some aspect of cell function. Each 7 week track is an autonomous unit. Each student must take 2 tracks per semester.
Prerequisite or corequisite: Biol 371-372 or equivalent.
1 Lect Hr, 5 Lab Hrs
3 Credits

Biol 381 Special Topics
Staff
Detailed study of a specialized field of biology. Several topics may be offered each semester.
Prerequisite: Permission of instructor.
Hrs by arrangement
1 Credit

Biol 444 Cooperative Education Field Placement in Biology
Staff
A work placement in an off-campus biological laboratory or field setting where a student will carry out an approved project comparable in depth and scope to an advanced undergraduate biology course. The department will appoint one or more faculty to serve as co-sponsors. All placements are for six months. Full-time: six credits. Half-time: three credits.
Prerequisites: Junior standing; Biol 211 and 252; cumulative grade point average of 2.5 or higher in all courses, and grade point average of 2.5 or higher in science and mathematics courses.
Hrs by arrangement
3-6 Credits

Biol 478 Independent Study I
Staff
An opportunity for qualified, advanced students to work on a specialized topic or research project in biology under the guidance of a faculty advisor. The course will normally be taken for 3 credits per semester. Enrollment may be for one semester, but students are strongly urged to enroll for a full year. This course can be taken in the summer. Biol 478 and 479 do not count toward biology major requirements. Laboratory and field work.
Prerequisites: 2nd semester junior standing and permission of a research director.
Hrs by arrangement
1-3 Credits

Biol 479 Independent Study II
Staff
See Biol 478.

Biology

Biol 483 Directed Research on Nantucket
Summer only. Requires written reports on original research projects done at university field station under the direction of a specific staff member. In general, projects will be carried out during the first half of the summer, but by arrangement some work may be accomplished at other times during the year. The project should be planned well in advance of the time that the field work is to be done. Mainland students live at the field station and are responsible for modest expenses. Laboratory and field work.
Prerequisites: Previous experience in field biology, substantial background in biology and related subjects and permission of the instructor.
Hrs by arrangement
1-6 Credits

Biol 601 Marine Ecosystems
Staff
The structure and function of coastal marine habitats including rocky intertidal areas, sandy beaches, tidal and mud flats, estuaries, salt marshes, soft bottom areas, and plankton. The course will review the physical regime, flora, and fauna of these environments, and case histories of community organization.
Prerequisite: Biol 342 or permission of instructor.
3 Lect Hrs
3 Credits

Biol 602 Plant Physiology
Staff
Current developments in plant physiology, morphogenesis and biochemistry.
Prerequisite: Permission of instructor.
Hrs by arrangement
3 Credits

Biol 603 Theories of Community Structure
Staff
Theoretical aspects of community development and organization including demography, competition, predation, life history strategies, trophic structure, community stability, and equilibrium and non-equilibrium models of species diversity. Rigorous mathematical and graphing approaches will be emphasized.
Prerequisite: Biol 342 or permission of instructor.
3 Lect Hrs
3 Credits

Biol 604 Biology of Cities
Mr Wilkes
Aspects of the origin and development of cities relevant to human biology: food, air, water, energy, waste, and the flow of those resources into and out of cities.
Prerequisites: Permission of instructor and Introductory Biology.
3 Lect Hrs
3 Credits

Biol 605 Field Sampling Methods and Data Analysis
Staff
The integration of statistical principles of research design with field techniques, including treatment of the numerical techniques used to measure parameters of community structure. Field exercises will involve application of the principles learned in lectures and the use of typical sampling equipment to solve environmental questions. Laboratory and field work.
Prerequisites: Biol 342 and 343, or permission of instructor.
3 Lect Hrs, 6 Lab Hrs
5 Credits

Biol L608 (Phys L608) Biophysical Instrumentation
Mr Antonoff, Mr Hagar, Ms Bennett
A lecture and laboratory course on the application of microcomputers and microprocessor-based electronics to laboratory experiments in the biological and physical sciences. Emphasis is on techniques for interfacing the microcomputer with laboratory experiments for purposes of automated data acquisition, data reduction and analysis, information display, and real-time control of experiments. (Also listed as Physics 608).
Prerequisites: Senior or graduate standing; advanced laboratory work in major; familiarity with a programming language; or permission of the instructors.
2 Lect Hrs, 4 Lab Hrs
3 Credits

Biol 612 Advanced Cell Biology
Staff
The analysis of gene transfer and expression at the cellular level, including the nature of metabolic systems and the factors governing their regulation.
Prerequisite: Permission of instructor.
Hrs by arrangement
3-5 Credits

Biol 613 Topics in Archaeological Botany
Mr Kaplan
Laboratory tutorial: Recovery, identification and analysis of macroscopic plant remains, pollen and spores from archaeological and geological deposits, interpretation of the data derived and their botanical, archaeological and paleo-ecological applications. Since the course material varies from semester to semester, this course may be taken more than once for credit.
Prerequisite: Permission of instructor. The number of credit hours will be determined by prior consultation with instructor.
3 Lab/Disc Hrs Per Credit
2-5 Credits

Biol 614 Advanced Cell Chemistry
Staff
The methodology of cell analysis, with emphasis on macromolecules and intermediary metabolites.
Prerequisite: Permission of instructor.
Hrs by arrangement
3-5 Credits

Biol 615 Immunology
Ms Harrison
A study of the processes by which higher animals defend themselves against foreign substances either from within or from the environment. This study includes both basic and clinical sciences.
Prerequisites: Senior or graduate standing; Biol E211; Chem 253 and 254 or Chem 354 or Biol 371 and 372.
3 Lect Hrs
3 Credits

Biol 618 Evolution Under Domestication
Mr Weaver, Mr Wilkes
The origin, evolution, and phylogenetic relationships of domesticated and semi-domesticated plants and animals; the influence of cropping and herding on natural floras and faunas of the world.
Prerequisite: Permission of instructor.
3 Lect Hrs and arranged Saturday field trips
3 Credits

Biol 619 Theory and Techniques of Electron Microscopy
Staff
This intensive course in scanning and transmission electron microscopy will provide practical experience in tissue preparation, darkroom procedures, microtomy, and the use of microscopes. The theory of the techniques and the basic physics of the microscopes will be presented in lectures. Each student will compile a portfolio of micrographs.
Prerequisites: Biol 371 and 373 or comparable training; or permission of instructor and Biotechnology/Biomedical Science graduate program director.
8 Hrs (minimum) in lecture and lab
4 Credits

Biology

Biol 622 Concepts and Methods in Cytology
Staff
The structural basis of cellular and subcellular functions, with practical experience in methods of visualizing cellular structure.
Prerequisite: permission of instructor.
Hrs by arrangement
3-5 Credits

Biol 625 Insect Biology
Mr Weaver
The physiology and biochemistry of insects, emphasizing those adaptations that have made insects the most successful group of animals. The laboratory portion of the course will stress the morphology, diversity and classification of insects.
Prerequisites: Biol E211, E240 and 371 or equivalent, and permission of instructor.
3 Lect Hrs
3 Credits

Biol 627 Bacterial Physiology and Genetics
Mr Shiaris
A rigorous biochemical examination of the bacterial cell. Lectures will focus on bacterial cytology, physiology, and genetics. Areas of current research will be emphasized. Students are expected to read primary literature and prepare an in-depth review paper on a special topic.
Prerequisite: Permission of instructor.
3 Lect Hrs
3 Credit Hrs

Biol 628 Microbial Ecology
Mr Shiaris
The functions, roles, and ecology of microorganisms in the environment emphasizing biogeochemical cycling of elements. Special topics of concentration will be chosen from the following: microbial diversity, evolution, interactions, aquatic or soil microbiology, and sewage microbiology. Course will concentrate on interrelating molecular and biochemical mechanisms with ecological principles. Readings will be assigned from classical and current scientific literature for class discussion. An in-depth review paper on a special topic will be required.
Prerequisites: Biol 334 or 342, and 372 and permission of instructor.
3 Lect Hrs
3 Credits

Biol 630 Natural History of Marine Invertebrates
Staff
Examination of convergent and divergent ecological, behavioral and morphological adaptations of marine organisms in different habitats. The course will draw heavily on the resources of Boston Harbor. The first half of the semester consists of lectures and demonstration laboratories; the second half includes weekly field trips. The first half of the course will be indoor lectures—three each week—and demonstration laboratories—one hour a week. The second half will have one or two lectures per week and one four-hour field trip a week.
Prerequisites: Biol 333 and 342 or equivalent and/or permission of instructor.
3 Credits

Biol 632 Advanced Evolution
Staff
An inquiry into the modern synthetic theory of evolution with emphasis on population genetics, evolution of dominance, genetic homeostasis, canalization and genetic theory of polymorphism.
Prerequisite: Permission of instructor.
Hrs by arrangement
3 Credits

Biol 638 Advanced Ecology
Staff
Concepts of population and community ecology. Topics covered may include population dynamics, life history strategies, theory of r- and K-selection, competition, predation, community organization, and species diversity. Particular emphasis is placed on the relationship between theoretical and empirical ecology. A weekly tutorial will provide opportunity for greater discussion of material covered in lecture. Emphasis changes from year to year.
Prerequisite: Biol 342 or permission of instructor.
2 Lect Hrs, 1 Disc Hr
3 Credits

Biol 640 Principles of Qualitative Modeling in Biology
Staff
A mathematical analysis of biological systems, with emphasis on qualitative rather than quantitative approaches. Signed digraphs (loop analysis), matrices, and computer programming will be used. In addition, notions of feedback, stability and other global properties of systems will be presented. During the work sessions students will be grouped to solve problems. At the completion of the course students will be competent to distinguish the various methods, assess their strengths and limitations, and apply them to biological systems of interest.
Prerequisites: Calculus; Biol 342 or 352; or permission of instructor.
1.5 Lect Hrs, 1.5 Work-Session Hrs
3 Credits

Biol 642 Biogeography
Mr Rex
A study of geographical distribution patterns in plants and animals. Includes historical and descriptive aspects of the distributions of organisms, experimental and comparative tests of island biographical theory, the population genetics and evolutionary strategies of colonizing species. Lectures by instructor, one discussion session per week. Independent research by students will be presented to the class in seminar form.
Prerequisites: Biol 342 and 352 or equivalents. Some knowledge of statistics and calculus highly recommended.
Hrs by arrangement
3 Credits

Biol 643 Behavior and Ecology of Seabirds
Staff
Adaptations of seabirds to the marine environment with particular reference to breeding biology and feeding strategies; other topics of current interest in behavioral ecology. Lectures or lecture and field work.
Prerequisite: Permission of instructor.
Hrs by arrangement
2-5 Credits

Biol 645 Ecological and Evolutionary Aspects of Plant-Animal Interactions
Mr Bawa
Ecological and evolutionary aspects of plant-animal interactions. Coevolution of plants and animals will be examined in an ecological context. Interactions to be examined include pollination, seed predation, herbivory and grazing. The role of these interactions in the regulation of community structure will be discussed. Although emphasis will be on tropical communities, alpine, temperate, and desert communities will also be covered.
Prerequisites: Biol E240 and 342 or 352 or permission of instructor.
3 Lect Hrs
3 Credits

Biol 650-651 Scientific Communication I and II
Staff
Two semester course required of all graduate students in Biology during their first year. Develops skills in library research and clear technical writing.
Prerequisite: Permission of instructor.
2 sem hrs and mandatory attendance at Biology Department seminars
2 Credits each term

Biol 660 Seminar in Developmental Biology
Staff
Current problems in developmental biology. Molecular and cellular differentiation, and pattern determination.
Prerequisites: Biol 312 or 314 and permission of instructor.
3 Sem-Disc Hrs
3 Credits

Biol 662 Photobiology
Mr Hagar, Mr White
The photochemical reactions that occur in biological systems. Major topic areas are: properties of light energy, utilization of light energy by photosynthetic organisms, mechanism of visual transduction, photochemical triggering mechanisms for developmental processes.
Prerequisite: Permission of instructor.
3 Lect Hrs
3 Credits

Biology

Biol 666 Seminar in Neurobiology
Staff
Structure, function and development of sensory receptors, neurons and muscles.
Prerequisites: Biol 316 or 318 and permission of instructor.
3 Lect Hrs
3 Credits

Biol 668 Advanced Physiology
Staff
Experimental studies in selected areas of organismal and cellular physiology. Provisions will be made for independent projects during the course. One weekly seminar plus one weekly lab meeting.
Prerequisites: Biol 316 or 372 or equivalent, organic chemistry, physics, and permission of instructor.
1 Sem Hr, 4 Lab Hrs
3 Credits

Biol 670 Tissue and Organ Culture
Ms Davis
Methods of plant and animal tissue and organ culture will be presented, with special emphasis on problems of differentiation and morphogenesis *in vitro*, and certain techniques now used in plant protoplast culture and for hybridization of somatic cells in plants and animals will be introduced. Students will use these methods and techniques during the course in independent projects.
Prerequisite: Permission of instructor.
1 Lect Hr, 6 Lab Hrs
3-4 Credits

Biol 672, 673 Directed Readings in Biology
Staff
Selected readings in advanced areas of biology with guidance and regular discussion.
Prerequisite: Permission of instructor.
Hrs by arrangement
1-3 Credits

Biol 675 Molecular Genetics
Staff
Through the study of bacterial and eucaryotic organisms, the course covers the structure and synthesis of both DNA and RNA, and examines the importance of their role in the genome. Topics include oncogenesis, viral genetics, and genetic disorders. The course will also cover current methods in use for recombinant DNA technology.
Prerequisites: Senior or graduate status; permission of instructor.
3 Lect Hrs, 7 Lab hrs
4 Credits

Biol 680 Methods in Comparative Biochemistry
Staff
Analysis of tissues and subcellular particulates from microorganisms, plants, invertebrate and vertebrate animals to reveal physiological differences and evolutionary trends as expressed by chemical differences. The use of chromatography, spectrophotometry, tracer methodology and chemical derivation for the analysis of tissues and organelles isolated by dissection and differential centrifugation. Techniques for cell disruption and sampling will be presented along with instruction in the operation of equipment for the separation, purification and identification of tissue constituents.
Permission of instructor.
6 Lab Hrs for 2 Credits,
9 Lab Hrs for 3 Credits

Biol 691 Advanced Ethology
Mr Hatch, Mr Weaver
Examination in depth of topics in the biological study of behavior with particular reference to communication and the evolution of social behavior. There will be lecture-discussions, and occasional lab exercises and field trips.
Prerequisites: Graduate student or senior standing; Biol 360 or Biol 348, and permission of instructor.
Hrs by arrangement
3 Credits

Biology of Human Populations Program

Director

Associate Professor Lawrence S Greene

The Program

The program is designed to expose interested biology majors to a number of anthropology courses, primarily in biological anthropology. A second goal is to assure that anthropology majors concentrating in biological anthropology achieve a strong foundation in the basic biological sciences. The program should be of particular interest to pre-medical and pre-dental students and to anthropology and biology majors considering graduate work in areas involving the biology of human populations. Applications to the program from non-degree-seeking students are considered; they require the approval of the director.

Requirements

Any students majoring in anthropology or biology may also choose to enter the program in the biology of human populations. The student is required to take the following courses, one half of which are courses beyond those that fulfill requirements for his or her major:

Anthropology

Anth E103 (Introduction to Cultural Anthropology)
Anth D212 (Human Variation)
Anth 316 (Nutrition, Growth, and Behavior)
and *two* of the following *three* courses
Anth 364 (Sociobiology and Human Behavior)
Anth 411 (Primate Anatomy)
Anth 412 (Issues in Biological Anthropology)

Biology

Biol D111, D112 (General Biology I and II)
Biol E211 (Physiology of Organisms)
or
Biol E213 (Physiology of Organisms/lecture only)
Biol E252 (Genetics)
or
Biol E254 (Genetics/lecture only)
Biol 316 (Neurobiology)
or
Biol 318 (Neurobiology/lecture only)
Biol 317 (Endocrinology)
or
Biol 319 (Endocrinology/lecture only)
Interd 358 (Introduction to Biochemistry)
or
Interd 354 (Biochemistry/lecture only)
Biol 342 (Ecology)
or
Biol 352 (Evolution)

A grade point average of 2.0 or better is required for successful completion of the program. Courses taken on a Pass/Fail basis may not be used to satisfy program requirements.

Transfer Credit Policy

The approval of transfer credits will be considered on a case-by-case basis by the program director.

Information

For further information students should contact the program director in the Anthropology Department.

Department of Black Studies

Faculty

Wornie L Reed, Associate Professor and Chairperson; Associate Professor Robert Moore; Assistant Professors George Pottinger, Patricia Turner, Julie Winch

The Department

Black studies is a multi-disciplinary and interdisciplinary field of academic study which seeks to explore in an orderly, systematic, and structurally integrated fashion the world of black experience. The broad educational purpose of the Department of Black Studies at the University of Massachusetts at Boston is to accumulate and disseminate a specialized body of knowledge about black experience in Africa, The West Indies, Latin America, Canada, and especially the United States. As a center of applied learning, the department will assist in preparing students for careers relevant to the development of the black community and to the rectification of social ills created in the country by individual and institutional racism.

Requirements and Recommendations

The Major

The requirements for a black studies major are consistent with the concept of black studies as a multi-disciplinary plan of study designed to provide students with a wide range of knowledge and analytical skills, and with a firm grounding in an area of specialization such as Afro-American history, social sciences, or the humanities.

Required Courses

All majors are required to take Blk Sty C110 and 111.

Other Guidelines

1. A minimum of 9 courses of work is also required for the major in black studies.
2. One course is required in each of the 3 general areas: Afro-American history, the humanities, and the social sciences.
3. At least 5 courses must be taken in a single area as a field of specialization.
4. Majors must take at least 5 of the 9 required courses in the Black Studies Department.

Majors in black studies will be advised to supplement their work with recommended courses in other departments in order to understand the black experience within the broad framework of the world at large. Other requirements for black studies majors are consistent with general University requirements.

Honors

Senior students with at least a 3.0 average will be given the opportunity to write an honors thesis under departmental supervision.

Program of Study

Students majoring in other subject areas who complete five approved courses will receive official recognition of a five-course program of study in black studies.

Transfer Credit Policy

The Black Studies Department will accept up to 12 credits transferred from the black studies department of another accredited institution toward the black studies major provided the grades achieved are at the "B" or better level.

BlkSty E108 Black Social Movements
Staff
Concepts of social movements as well as the appearance of social movements among black Americans in the 19th century. Examination of 20th century black social movements, especially Marcus Garvey's movement, the Nation of Islam, the Civil Rights movement, and the Black Power movement.
Prerequisite: A course in sociology, political science, or Afro-American history.
Core Area: Historical and Cultural Studies.
3 Lect Hrs
3 Credits

BlkSty C110 Black History I
Staff
An intensive study of the social, economic and political history of black Americans from the slavery period through the Civil War with particular emphasis on the social and cultural antecedents of black Americans, on Abolitionism and on the Civil War.
Core Area: Historical and Cultural Studies.
3 Lect Hrs
3 Credits

BlkSty E201 Roots of the Black Family
Staff
An exploration of the social, economic, and religious issues affecting the black family.
Core Area: Historical and Cultural Studies.
3 Lect Hrs
3 Credits

BlkSty 100 Introduction to Black Literature
Staff
This survey course will examine the writings of some of the black Americans who have made unique contributions to the Afro-American literary tradition. The course will explore these writings in terms of their socio-historical context, making use of analyses of character, plot, and symbolism. It will give particular attention to the writers' roles as social critics. Among the writers whose work may be considered are Frederick Douglass, Jean Toomer, Zora Neale Hurston, Richard Wright, Leroi Jones, Ernest Gaines, George Jackson, Alice Walker, and Toni Morrison.
3 Lect Hrs
3 Credits

BlkSty 102 The History of Black Education
Staff
A comparative study of the history of black education from earliest times to 1954.
3 Lect Hrs
3 Credits

BlkSty 104 Drug Abuse and the Black Community
Staff
An overview of the history of and the current problems evolving from drug abuse in black urban communities in the United States. Discrimination, prejudice, limited access to opportunity structures, treatment for the use of drugs, the law, community institutions, and value systems are examined as they pertain to drug use in the black community.
3 Lect Hrs
3 Credits

Black Studies

BlkSty 111 Black History II
Staff
An intensive study of the social, economic and political history of black Americans from the era of Reconstruction to the present. Topics include the black man during Reconstruction, racism in America, and a critical examination of the variegated patterns of black response to American social conditions in the late nineteenth and twentieth centuries.
3 Lect Hrs
3 Credits

BlkSty 112 Black Religion Since 1900
Staff
This course will identify and discuss the growth of non-Christian religions, such as Islam and Black Judaism, and consider their significance in terms of *pluralism* within the black community. It will also assess and define the birth, growth, and role of the black church, with its "black ideology," in relation to "white religion," to women, and to Africa, as well as to Third World countries.
3 Lect Hrs
3 Credits

BlkSty 120 Black Religion Before 1900
Staff
An in-depth study of the origins, development and expansion of the black church, as well as an examination of its function as a pillar of strength for black Americans.
3 Lect Hrs
3 Credits

BlkSty 280 Afro-American Experience Through Music
Staff
An analysis of the varieties of black music. The course also examines the African roots of black music.
3 Lect Hrs
3 Credits

BlkSty 301 Black Intellectual Thought
Staff
A survey course of the significant writings of black Americans from the period of Emancipation to the present, with special reference to the issues concerning the educational, political, sociological and psychological status of blacks in the United States.
3 Lect Hrs
3 Credits

BlkSty 302 Martin and Malcolm X
Staff
An examination of the philosophical and ideological framework of Martin Luther King and Malcolm X. Their impact on black social movements, on modern American social and political life, and on the Third World will also be considered.
3 Lect Hrs
3 Credits

BlkSty 310 Modern Caribbean Society
Staff
This course will undertake a descriptive and interpretive analysis of the growth of the modern English-speaking Caribbean society. Although the focus will be on the period 1918-1962 specifically, the class will look at that period in the context of colonialism and slavery in the new world (the Americas), and of the social and political attitudes shaped and derived from that period. Special attention will therefore be given to the salient racial, social, political, economic and religious issues that have significantly influenced and contributed to the complex social relations of present day Caribbean society.
3 Lect Hrs
3 Credits

BlkSty 320 Problems in Urban Education
Staff
This course will look at the relationship between young people growing up in the cities and the efforts to reform urban schooling. The course will examine the cultural, social, economic and political dimensions of formal "education" in the city at the pre-college level. Questions posed will include: What is education? Why educate? Who is educated in the city? What impact does urban education have upon its recipients and their families, culture, community? What is the relationship between urban education and the American social order?
3 Lect Hrs
3 Credits

BlkSty 330 Politics of Southern Africa
Staff
A study of politics in modern southern Africa. The nature and rise of national consciousness and the process of liberation in Mozambique, Angola, Zimbabwe, Namibia and South Africa are explored. Also analyzed are the implications of the political process of southern Africa throughout the world.
3 Lect Hrs
3 Credits

BlkSty 410 Black Urban Politics
Staff
An examination of the dynamics of black politics in the urban setting.
3 Lect Hrs
3 Credits

BlkSty 420 Race, Class, and Political Modernization
Staff
An exhaustive treatment of the evolution of the American socio-political system and the role and function of black people and Third World nationalities within that system. Special attention will be given to the interplay between racial oppression and class exploitation as factors in the political process.
3 Lect Hrs
3 Credits

BlkSty 430 Race and the American Legal System
Staff
This course will examine the historical relationship between race and the American legal system. It will examine the social forces and events that precipitated major court decisions and legislative enactments from slavery to the present.
3 Lect Hrs
3 Credits

BlkSty 480 Topics in Afro-American Studies
Staff
Intensive study of special topics varying each year according to instructor.
Prerequisites: BlkSty C110 and junior or senior standing as a Black Studies major.
3 Lect Hrs
3 Credits

BlkSty 484 Departmental Seminar
A dialogical examination of selected topics as they impinge upon segments of the black community. These topics will be treated with a view toward solutions.
3 Lect Hrs
3 Credits

BlkSty 488 Black Studies Senior Thesis I
Staff
Study in depth of a topic chosen by the student in consultation with an honors advisor, and a paper written with the approval and under the direction of an honors advisor, normally related to work done in the honors seminar. Honors awarded on the basis of performance in the honors seminar, evaluation of the paper by the Afro-American Studies Concentration Committee, and 3.0 overall average.
Prerequisites: BlkSty 498 and 499 and permission of the department.
Hrs by arrangement
3 credits

BlkSty 489 Black Studies Senior Thesis II
Staff
See Black Studies 488.

BlkSty 498 Black Studies Honors Seminar I
Staff
An interdisciplinary seminar for students admitted to honors, and to a limited number of other highly qualified students.
Prerequisites: 3.0 overall average and permission of the department.
3 Lect Hrs
3 Credits

BlkSty 499 Black Studies Honors Seminar II
Staff
An interdisciplinary seminar for students admitted to honors, and to a limited number of other highly qualified students.
Prerequisites: 3.0 overall average and permission of the department.
3 Lect Hrs
3 Credits

Department of Chemistry

Faculty

Henry Mariani, Associate Professor and Chairperson; Professors Joseph S Alper, J-P Anselme, Ernest I Becker, Robert I Gelb, Daniel A Laufer, Thomas N Margulis, Paul McDonagh, Peter Pappas, Lowell M Schwartz, Hans van Willigen, Chi-Hua Wang, Leverett Zompa; Associate Professors Robert L Carter, John Reardon, Walter E Weibrecht; Instructor Kenneth F Cerny

The Department

The Chemistry Department at UMass/Boston, in the Science Building on the Harbor Campus, enjoys some of the most modern equipment and facilities in the greater Boston area.

The Chemistry Program has been designed to prepare students for the challenges that face the chemist in a modern society. Graduates may go directly into industry or may continue their education at the graduate level in chemistry, medicine, dentistry, or other fields. Both lectures and discussion sections in most first and second year courses are conducted by faculty members who bring to the subject their experience in teaching and research to help make students aware of current developments in the field. Faculty direct laboratories as well, and with the aid of teaching assistants are able to give individual attention to smaller groups of students during laboratory sessions.

Upper level courses are conducted in small groups under almost tutorial conditions. Active research participation by undergraduate students is highly encouraged. Working closely with individual faculty members in the laboratory, students attain a high level of scientific experience and professional maturity.

Requirements

For the BA in Chemistry

The department requires 39 credits in chemistry, including the following courses:
Chem D103 and D104 (Principles of Chemistry I & II)
Chem 253 and 254 (Organic Chemistry I & II)
Chem 198 (Chemical Problem Solving) (may be waived by examination)
Chem 341 and 342; Chem 343 and 344 (Physical and Analytical Chemistry I & II)
Chem 369; Chem 379 (Chemical Structure)
Chem 370 (Inorganic Chemistry)

In addition, chemistry majors must complete two semesters of calculus (Math D140-141) and two semesters of calculus-level physics with laboratory (Phys D113-114; Phys 181-182).

For the BS in Chemistry

All requirements for the BA plus:

I. one of the following courses:

   Chem 351 (Qualitative Organic Analysis)
   Interd 358 (Biochemistry) (with lab)
   Chem 361 (Analytical Instrumentation)

II. two additional courses from the following list:

   A. any chemistry elective other than Chem D101 and D102, D107 and D108, 200, 205, 207
   B. any physics elective beyond Phys D114
   C. any mathematics elective beyond D141
   D. any biology course
   E. any computer programming course.

Recommendations

Beyond the minimum requirements for the degree, chemistry majors are encouraged to take elective courses from the following offerings: Chem 361 (Analytical Instrumentation), Chem 351 (Organic Qualitative Analysis), Int 354-358 (Biochemistry), and Chem 478 (Readings in Chemistry). Research participation for credit generally begins in the junior or senior year with enrollment in Chem 481 and 482 (Advanced Laboratory in Chemistry I & II) or Chem 491 and 492 (Senior Thesis in Chemistry I & II). In addition to the preceding undergraduate offerings, qualified students may enroll for undergraduate credit in the department's offerings for the Master's Degree Program in Chemistry. Suitable courses are: Chem 693 (Topics in Physical Chemistry), Chem 653 (Polymer Chemistry), Chem 694 (Topics in Organic Chemistry), Chem 658 (Medicinal Chemistry), Chem 670 (Topics in Inorganic Chemistry), Chem 601 and 602 (Chemical Dynamics I & II), Chem 611 and 612 (Chemical Structure I & II), and Chem 621 and 622 (Chemical Synthesis I & II). Additional course work in mathematics, physics, or biology is also encouraged.

Any student interested in majoring in chemistry should immediately contact the Chemistry Department to be assigned a faculty advisor who will help plan a sequence of courses suitable to the student's interests.

Advanced Work

The department encourages its majors to take Chem 481 and 482 (Advanced Laboratory) or Chem 491 and 492 (Senior Thesis). These courses generally provide a unique learning experience for the undergraduate scholar. Students are guided in advanced level laboratory work by members of the faculty in the faculty members' research laboratories.

Transfer Credit Policy

For institutions and/or courses not listed in the University Course Equivalency Guide the departmental chairperson's approval is required.

Chem D101 Chemical Science I
Staff
First semester of a one-year introductory course for non-science majors. The basic principles of atomic theory, the periodic table, chemical bonding and thermochemistry.
Core Area: Natural Sciences.
3 Lect Hrs, 1 Disc Hr
3 Credits

Chem D102 Chemical Science II
Staff
Systematic descriptive chemistry and the chemistry of biological substances.
Core Area: Natural Sciences.
3 Lect Hrs, 1 Disc Hr
3 Credits

Chem D103 Chemical Principles I
Staff
Introduction to the fundamental principles of chemistry including structure, the periodic table of the elements, chemical bonding and molecular structure, states of matter based on kinetic theory, chemical kinetics, equilibria, and elementary thermodynamics. Laboratory work presents an introduction to methods of quantitative chemical techniques.
Core Area: Natural Sciences.
3 Lect Hrs, 3 Lab Hrs, 1 Disc Hr
4 Credits

Chem D104 Chemical Principles II
Staff
Introduction to electrochemistry, oxidation-reduction reactions, acid-base systems, and a survey of the chemical properties of elements based on principles already introduced. Laboratory work presents qualitative and quantitative analysis.
Prerequisite: Chem D103.
Core Area: Natural Sciences.
3 Lect Hrs, 3 Lab Hrs, 1 Disc Hr
4 Credits

Chemistry

Chem D107 Introduction to Chemistry I
Staff
A survey of the theoretical principles of general inorganic chemistry. Topics include atomic and molecular structure, bonding, chemical reactions, solution, pH, stoichiometry and radiochemistry.
Core Area: Natural Sciences.
3 Lect Hrs, 2 Lab Hrs, 1 Disc Hr
4 Credits

Chem D108 Introduction to Chemistry II
Staff
A brief survey of organic and biological chemistry. Topics include: structure, nomenclature, and the nature of organic compounds. Emphasis is on preparation for biological applications. Carbohydrates, lipids, proteins, and nucleic acids are introduced. The structures and metabolism of important biochemical molecules are considered.
Prerequisite: Chem D107.
Core Area: Natural Sciences.
3 Lect Hrs, 2 Lab Hrs, 1 Disc Hr
4 Credits

Chem E200 Nutrition
Staff
Fundamental concepts of nutrition and the biochemistry of nutrients. The foods are studied as sources of energy, minerals and vitamins; also the requirements and chemical functions of each is considered. The course also deals with deficiency diseases, dyes, and food additives.
Prerequisite: Chem D108 or equivalent.
Core Area: Natural Sciences.
3 Lect Hrs
3 Credits

Chem D205 Quantitative Chemistry
Staff
A survey of analytical procedures with an introduction to analytical instrumentation. Topics include gravimetric and volumetric analyses, pH and pH meters, spectrophotometry and chromatography.
Prerequisite: Chem D104.
Core Area: Natural Sciences.
3 Lect Hrs, 3 Lab Hrs
4 Credits

Chem E207 Fundamentals of Organic Chemistry
Staff
The fundamentals of organic chemistry. Topics include structure, nomenclature, functional groups, reactions, methods of synthesis, analytical procedures and the biological aspects of organic chemistry.
Prerequisite: Chem D104.
Core Area: Natural Sciences.
3 Lect Hrs, 3 Lab Hrs
4 Credits

Chem 198 Chemical Problem Solving
Staff
Techniques of solving problems that arise in chemistry in general and physical chemistry in particular. This course is a prerequisite for Chem 341 and Chem 369, but may be waived for students who pass a special examination. Chem 198 should normally be taken after Math D141 and Phys D113.
Prerequisite: Chem D104.
3 Lect Hrs
3 Credits

Chem 253 Organic Chemistry I
Staff
An intensive survey of structure, reactions and synthesis of the main classes of organic compounds. Laboratory illustrates the preparation, purification and identification of organic compounds by classical and instrumental methods.
Prerequisite: Chem D104.
3 Lect Hrs, 3 Lab Hrs, 1 Disc Hr
4 Credits

Chem 254 Organic Chemistry II
Staff
An intensive survey of structure, reactions and synthesis of the main classes of organic compounds. Laboratory illustrates the preparation, purification, and identification of organic compounds by classical and instrumental methods.
Prerequisite: Chem 253.
3 Lect Hrs, 3 Lab Hrs, 1 Disc Hr
4 Credits

Chem 307 Radiochemistry
Staff
Types of radioactive decay, methods of detection, and measurement of radioactivity appropriate to various scientific disciplines. Tracer methodology and counting techniques. Health physics and the interactions of radioactive materials with biological materials.
Prerequisite: Chem D205 or equivalent.
3 Lect Hrs, 3 Lab Hrs
4 Credits

Chem 341 Physical and Analytical Chemistry I
Staff
Thermodynamics and theories of rate processes as applied to equilibria, electrochemistry, and separations techniques.
Prerequisites: Chem D104 and 198, Math D141, Phys D114 and one physics laboratory.
3 Lect Hrs, 1 Disc Hr
4 Credits

Chem 343 Physical and Analytical Chemistry I Lab
Staff
Experiments and calculation exercises designed to illustrate concepts in thermodynamics, rate processes, equilibria, electrochemistry, and separations techniques.
Prerequisite: Chem 198.
3 Lab Hrs, 1 Disc Hr
2 Credits

Chem 342 Physical and Analytical Chemistry II
Staff
Continuation of Chem 341.
Prerequisite: Chem 341.
3 Lect Hrs, 1 Disc Hr
4 Credits

Chem 344 Physical and Analytical Chemistry II Lab
Staff
Continuation of Chem 343.
Prerequisites: Chem 341 and 343.
3 Lab Hrs, 1 Disc Hr
2 Credits

Chem 351 Organic Qualitative Analysis
Mr Anselme, Mr McDonagh
Theory and practice in organic compound separation and identification employing classical and instrumental methods.
Prerequisite: Chem 254.
1 Lect Hr, 6 Lab Hrs
3 Credits

Interd 354 (Biol and Chem) Introduction to Biochemistry
Mr Laufer, Mr Mariani
Structure, chemistry and metabolism of nucleic acids, lipids, proteins and carbohydrates.
Prerequisite: Chem 254.
3 Lect Hrs
3 Credits

Interd 358 (Biol and Chem) Introduction to Biochemistry
Mr Laufer, Mr Mariani
Structure, chemistry and metabolism of nucleic acids, lipids, proteins and carbohydrates. Laboratory provides experimental training in preparation, analysis and characterization of natural products.
Prerequisite: Chem 254.
3 Lect Hrs, 3 Lab Hrs, 1 Disc Hr
5 Credits

Chem 361 Analytical Instrumentation
Principles and use of instrumental methods in analysis.
Prerequisites: Chem 341 and 369.
3 Lect Hrs, 3 Lab Hrs
4 Credits

Chem 369 Chemical Structure
Staff
Introduction to fundamental theories concerning the structure of atoms and molecules. Discussion of the application of spectroscopic methods in structure elucidation. Laboratory work illustrates lecture principles and provides practice in application of various spectroscopic techniques.
Prerequisites: Chem D104 and 198, Math D141, Phys D114 and one physics laboratory.
3 Lect Hrs
4 Credits

Chem 370 Inorganic Chemistry
Mr Carter, Mr Weibrecht, Mr Zompa
Discussion of the fundamental principles of modern inorganic chemistry. Laboratory includes synthetic techniques and methods of characterization of inorganic compounds.
Prerequisite: Chem 369.
3 Lect Hrs, 3 Lab Hrs
4 Credits

Chemistry

Chem 379 Chemical Structure Lab
Staff
Spectroscopy applied to chemical problems. Absorption and emission spectra, magnetic resonance and mass spectroscopy are used in the laboratory work.
Prerequisite: Chem 369.
3 Lab Hrs, 1 Disc Hr
2 Credits

Chem 444 Cooperative Education Field Experience in Chemistry
Staff
The Cooperative Education Program in Chemistry places students in work assignments directly related to chemistry. Three credits are awarded for a full-time, six-month assignment; fewer credits are awarded for part-time placement. Credits are awarded only upon successful completion of the prospectus. A maximum of six credits may be earned through the program.
Prerequisites: Chem 341 and Chem 343; or Chem 369 and Chem 370; a cumulative grade point average of 2.5.
Hrs by arrangement
1–3 Credits

Chem 478 Readings In Chemistry
Staff
Topics vary depending on instructor.
Hrs by arrangement
1–4 Credits

Chem 479 Readings in Chemistry
Staff
See Chem 478.

Chem 481 Advanced Laboratory In Chemistry I
Staff
Special laboratory topics under individual guidance by faculty member.
Prerequisites: Chem 254 or 256 and any two of the following: Chem 341, 342, 369, 370.
12 Lab Hrs
4 Credits

Chem 482 Advanced Laboratory in Chemistry II
Staff
See Chem 481.

Chem 491 Senior Thesis In Chemistry I
Staff
Original investigation by the student under the guidance of the faculty advisor. An oral resume before the Chemistry staff is required.
Prerequisites: Chem 254 or 256 and any two of the following: Chem 341, 342, 369, 370.
12 Lab Hrs
4 Credits

Chem 492 Senior Thesis in Chemistry II
Staff
See Chem 491.

Chem 601 Chemical Dynamics I
Staff
Discussions and outside readings in the areas of chemical and physical equilibria and rate processes. Emphasis on thermodynamics from classical and statistical points of view and on chemical reaction mechanisms.
Prerequisite: Acceptance into the graduate chemistry program, or permission of instructor.
Hrs by arrangement
4 Credits

Chem 602 Chemical Dynamics II
Staff
Three or four selected topics of interest to students and staff involved. Typical subjects—molecular transport processes and the kinetic theory, photochemistry and excitation transfer processes, surface and electrode rate processes, particle collision dynamics and reactivity, irreversible thermodynamics, interaction of radiation and matter, and molecular state transitions.
Prerequisite: Acceptance into the graduate chemistry program, or permission of instructor.
Hrs by arrangement
3 Credits

Chem 611 Chemical Structure I
Staff
Structure determination and theory. Three or four molecules of interest to the students and faculty involved are chosen. Based on these molecules, discussions, readings and laboratory exercises attempt to show how a chemist determines each structure and how the structure is understood by modern chemical theory.
Prerequisite: Acceptance into the graduate chemistry program, or permission of instructor.
Hrs by arrangement
4 Credits

Chem 612 Chemical Structure II
Staff
In tutorial form. Individual students study advanced structure topics with appropriate staff members.
Prerequisite: Acceptance into the graduate chemistry program, or permission of instructor.
Hrs by arrangement
3 Credits

Chem 621 Chemical Synthesis I
Staff
The tactics and strategy of accomplishing the synthesis of a chemical substance. Examples of organic and inorganic systems.
Prerequisite: Acceptance into the graduate chemistry program, or permission of instructor.
Hrs by arrangement
4 Credits

Chem 622 Chemical Synthesis II
Staff
The synthesis and characterization of a number of representative organic and inorganic compounds.
Prerequisite: Acceptance into the graduate chemistry program, or permission of instructor.
Hrs by arrangement
3 Credits

Chem 653 Polymer Chemistry
Staff
An introductory survey of polymer chemistry including polymer structure and stereochemistry, characterization of polymers, categories of polymers, synthesis of reactants, and polymerization reactions and their mechanisms. Why and how polymers are tailor-made will be exemplified. Polymer chemistry as an interdisciplinary and a unique area of chemical science will be stressed.
Prerequisites: Chem 254 and 341 or equivalent.
3 Lect Hrs
3 Credits

Chem 658 Medicinal Chemistry
Staff
This graduate and upper level professional course presents principles of medicinal chemistry. Organized along pharmacological lines, the course considers the development and design of drugs, those a) acting on the central and peripheral nervous systems; b) acting on the cardiovascular, hematopoietic, and renal systems; and c) acting as chemotherapeutic agents, vitamins, and hormones. Special emphasis is given to drugs used in emergencies and to drugs described in the *United States Pharmacopeia* and the *National Formulary.* Syntheses of important compounds in the various categories are presented.
Prerequisite: Chem 254 or equivalent.
3 Lect Hrs
3 Credits

Chem 691, 692 Seminar I, II
Staff
Prerequisite: Acceptance into the graduate chemistry program, or permission of instructor.
Hrs by arrangement
1 Credit

Chemistry

Chem 693 Topics in Physical Chemistry
Staff
Topical discussions, each based on elementary principles of physical chemistry and progressing toward recent developments in the field.
Prerequisites: Chem 341 and 369.
3 Lect Hrs
3 Credits

Chem 694 Topics in Organic Chemistry
Staff
Topical discussions of selected topics of current interest in organic chemistry. Open to graduate students and advanced undergraduates.
Prerequisite: Chem 254, or 256, or equivalent.
3 Lect Hrs
3 Credits

Chem 695 Topics in Inorganic Chemistry
Staff
Topical discussions in selected areas of current interest in inorganic chemistry. Areas may include coordination chemistry; group theoretical applications in chemistry; structure-spectra correlation studies.
Prerequisite: Chem 370.
3 Lect Hrs
3 Credits

Chem 696 Independent Study
Staff
Study of a particular area of chemistry under the supervision of a faculty member.
Prerequisite: Permission of instructor.
Hrs by arrangement
1–10 Credits

Chem 697 Special Topics in Chemistry
Staff
Graduate level readings in various areas of chemistry under the supervision of a faculty member.
Prerequisite: Permission of instructor.
Hrs by arrangement
1–10 Credits

Department of Classics

Faculty

R Joseph Schork, Professor and Chairperson; Professor George Koniaris; Associate Professors Emily A McDermott, Frank J Nisetich; Lecturer Nancy Zumwalt

The Department

The Department of Classics concerns itself with the civilizations of ancient Greece and Rome in all aspects—linguistic, literary, religious, and archaeological. The foundation of the program is the traditional study of the Classics, with emphasis on mastery of the Greek and Latin languages. Three of the department's four majors require upper-division study of the great works of Greece and Rome in the original; the fourth major, Classical Studies, provides students an opportunity to study classical culture through a disciplined program based mainly on works read in translation.
Note: Courses labeled Classics (Clsics 281, etc.) require no knowledge of Greek or Latin. Courses in the original language are labeled accordingly (Lat D101, D102, Grk D211, etc.).

Requirements

Greek Major

I. Greek D222 and at least four courses in Greek at or beyond the 300 level, including Grk 310 (Epic Poetry).

II. Either Clsics C171-C172 or Clsics 281-282 or Hist 301-302 or, with departmental approval, any other two classics courses.

III. Either two semesters of college Latin at the appropriate level or two additional Greek courses at or beyond the 300 level.

Latin Major

I. Latin D222 and at least four courses in Latin at or beyond the 300 level, including Lat 310 (Virgil).

II. Either Clsics C171-C172 or Clsics 281-282 or Hist 301-302 or, with departmental approval, any other two Classics courses.

III. Either two semesters of college Greek at the appropriate level or two additional Latin courses at or beyond the 300 level.

Greek-Latin Major

I. Greek D222 and Latin D222.

II. At least five Greek or Latin courses at or beyond the 300 level: three in one language, two in the other.

III. Either Clsics C171-C172 or Clsics 281-282 or Hist 301-302 or, with departmental approval, any other two classics courses.

Classical Studies Major

I. Three semesters of Latin or Greek at the appropriate level.

II. Clsics C171 or Clsics 281, *and* Clsics C172 or Clsics 282 *or* Hist 301 and Hist 302.

III. Four additional classics courses at or beyond the 200 level, at least *two* of which must be at the 300 level; one of these four courses may be from an allied department.

IV. Clsics 495 (Senior Seminar) (offered spring semester only).

Note for all students: No student may receive credit for both Clsics C171 and 281, or Clsics C172 and 282.

Honors

Departmental Honors candidates must have an overall average of 3.0 and a departmental average of 3.5. The program consists of two semesters of work undertaken in the candidates' senior year and culminating in a Senior Honors Thesis (Clsics 490-491, Grk 490-491, or Lat 490-491).

Transfer Credit Policy

All courses in Latin and Greek at the 100-200 level at post-secondary institutions are transferable; Latin and Greek courses at the 300-level are transferable with departmental permission.

All courses in classics (not given in the original language) at post-secondary institutions are transferable; courses of this kind that have no exact equivalent at UMass/Boston are transferable with departmental permission.

Overseas Programs

Information about overseas programs in Greece or Italy can be obtained from the chairperson.

Clsics C171 The Greeks
Staff
Selected masterpieces of Greek literature (Homer, the tragedians, Plato, Aristophanes) are read in modern English translation. Background lectures and discussions emphasize characteristic values of ancient Greek civilization.
Core Area: Philosophical and Humanistic Studies.
3 Lect Hrs
3 Credits

Clsics C172 The Romans
Staff
Selected masterpieces of Roman literature (Virgil, Plautus, Cicero, Horace, Livy) are read in modern English translation. Background lectures and discussions emphasize characteristic Roman values.
Core Area: Philosophical and Humanistic Studies.
3 Lect Hrs
3 Credits

Clsics C271 Paganism and Christianity
Staff
Examination of selected parallel documents, customs, and artifacts from the ancient Greco-Roman and Judeo-Christian world. Lectures and discussions stress form and expression, not "message." Music and art important.
Prerequisite: Sophomore standing.
Core Area: The Arts.
3 Lect Hrs
3 Credits

Clsics 161 The English Lexicon
Staff
The debt our language owes to Latin and Greek. An introductory consideration of English vocabulary, word formation, and word origins. Suggested as an aid to basic skills development and to general language awareness.
3 Lect Hrs
3 Credits

Clsics 281 Greek and Roman Civilization I
Staff
A consideration of the major periods of ancient civilization through the reading of literary masterpieces supplemented by lectures on cultural and historical backgrounds. Discussion of Homer, the tragedians (Aeschylus, Sophocles, Euripides) Aristophanes, Plato (Greece). Introduction to archaeological and artistic materials. This course and Clsics 282 initiate the suggested sequence of classics "in translation" courses (283-287)
3 Lect Hrs
3 Credits

Classics

Clsics 282 Greek and Roman Civilization II
Staff
A consideration of the major periods of ancient civilization through the reading of literary masterpieces supplemented by lectures on cultural and historical backgrounds. Discussion of Cicero, Catullus, Virgil, Ovid, Petronius (Rome). Introduction to archaeological and artistic materials. This course and Clsics 281 initiate the suggested sequence of classics "in translation" courses.
3 Lect Hrs
3 Credits

Clsics 283 Greek and Roman Epic
Staff
The *Iliad* and *Odyssey* of Homer, the *Aeneid* of Virgil; intensive study of the background, meaning, and influence of ancient epic poetry, with some attention to minor ancient epics and developments of epic poetry in later periods.
3 Lect Hrs
3 Credits

Clsics 284 Greek and Roman Mythology
Staff
The analysis, background, and lasting influence of Greek and Roman myths. Some consideration of the ancients' beliefs about divinity; worship and ritual practices. Both primary (ancient authors) and modern secondary sources will be used.
3 Lect Hrs
3 Credits

Clsics 285 Greek and Roman Tragedy
Staff
A survey of the monumental dramatic production of fifth century Athens including the works of Aeschylus, Sophocles, and Euripides. Background on period, tragic genre and theatre conventions; influence on Rome and tragedies of Seneca.
3 Lect Hrs
3 Credits

Clsics 286 Greek and Roman Comedy
Staff
The origins of Western comedy through a reading of selected works (Aristophanes and Menander—Greece; Plautus and Terence—Rome).
3 Lect Hrs
3 Credits

Clsics 287 Women in Greek and Roman Literature: Reflections of a Divided Society
Staff
Readings in English translation of works of Greek and Roman literature dealing with women and their place in society.
Prerequisite: Sophomore standing.
3 Lect Hrs
3 Credits

Clsics 385 Greek and Roman Religion
Staff
The ancients' belief in, and worship of, the ancient gods; oracles, mysteries, cults. Both primary sources (ancient authors in translation) and modern secondary sources will be used.
Prerequisite: Clsics 284 or permission of the instructor.
3 Lect Hrs
3 Credits

Clsics 388 Literary Criticism in Antiquity
Staff
Readings in English translation of works of Greek and Roman literature dealing with criticism.
Prerequisites: Sophomore standing and permission of instructor.
3 Lect Hrs
3 Credits

Clsics 390 The Heroines of Greek Drama: Problems in Analysis
Staff
An in-depth consideration of the heroines of Greek tragedy and comedy, as shaped by literary, psychological and sociological factors. Emphasis will be placed on academic methodology and original research.
3 Lect Hrs
3 Credits

Clsics 391 Greek and Roman Historiography
Staff
Major Greek/Roman historians. Consideration of development of historical writing, historians' concepts of causation, literary techniques; primary and secondary sources.
Prerequisites: Sophomore standing and permission of instructor.
3 Lect Hrs
3 Credits

Clsics 392 Rhetoric: The Art of Persuasion
Staff
Examines great speeches from antiquity to the present by using the models, techniques and standards of public speaking as developed in ancient Athens and Rome.
Prerequisites: Sophomore standing and permission of instructor.
3 Lect Hrs
3 Credits

Clsics 395 Ancient Lyric Poetry
Staff
The poetry of Sappho, Alcaeus, Pindar and other Greek lyricists; their influence on Catullus and Horace; historical, religious, social and political background of ancient lyric poetry.
Prerequisites: Sophomore standing and permission of instructor.
3 Lect Hrs
3 Credits

Clsics 478, 479 Independent Study
Selected research topics organized in consultation with individual students.
Prerequisite: Permission of instructor and department chairperson.
Hrs by arrangement
1-3 Credits

Clsics 490 Honors Program
Staff
Extensive reading in one broad segment of classical literature culminating in a written examination.
Prerequisites: 3.5 major average, 3.0 overall average, senior standing, permission of instructor.
Wkly Conf
3 Credits

Clsics 499 Honors Thesis
Staff
A substantive review of a subject approved by the individual instructor.
Prerequisite: Permission of instructor.
Hrs by arrangement
3 Credits

Grk D101 Elementary Greek I
Staff
Fundamentals of ancient Attic Greek, designed to complete a standard, basic textbook with Greek D102. Offered in the fall.
Core Area: Foreign Languages.
3 Lect Hrs
3 Credits

Grk D102 Elementary Greek II
Staff
A continuation of Greek D101.
3 Lect Hrs
3 Credits

Grk D113 Accelerated Greek
Staff
Equivalent of Greek D101/102 in one semester.
Core Area: Foreign Languages.
3 Lect Hrs
3 Credits

Grk D211 Intermediate Greek
Staff
Review of basic principles and introductory reading of prose authors: Plato, Lysias. (Fall).
Core Area: Foreign Languages.
3 Lect Hrs
3 Credits

Grk D222 Homer
Staff
Introductory reading in the *Iliad* or *Odyssey;* continuation of Greek D211; credit may be applied toward any departmental major (Spring).
Core Area: Foreign Languages.
3 Lect Hrs
3 Credits
Note: Greek D222 is a prerequisite for all Greek courses at or beyond the 300 level.

Grk 301 Attic Orators
Staff
Selected readings in Lysias, Demosthenes, and other major orators; background and scholarship.
3 Lect Hrs
3 Credits

Classics

Grk 302 Plato
Staff
Readings in selected dialogues; background and scholarship.
3 Lect Hrs
3 Credits

Grk 303 Aeschylus
Reading of selected tragedies; background and scholarship.
3 Lect Hrs
3 Credits

Grk 304 Sophocles
Staff
Reading of selected tragedies; background and scholarship.
3 Lect Hrs
3 Credits

Grk 305 Euripides
Staff
Reading of selected tragedies; background and scholarship.
3 Lect Hrs
3 Credits

Grk 306 Aristophanes
Staff
Reading of selected comedies; background and scholarship.
3 Lect Hrs
3 Credits

Grk 307 Herodotus
Staff
Reading of selected books of the histories; background and scholarship.
3 Lect Hrs
3 Credits

Grk 308 Thucydides
Staff
Reading of selected books of the histories; background and scholarship.
3 Lect Hrs
3 Credits

Grk 309 Lyric Poetry
Staff
Selections from lyric and elegiac poets; background and scholarship.
3 Lect Hrs
3 Credits

Grk 310 Epic Poetry
Staff
Advanced reading of Homer's *Iliad* and/or *Odyssey;* background and scholarship. Required for departmental major in Greek and combined major in Greek/Latin.
3 Lect Hrs
3 Credits

Grk 311 Prose Composition
Staff
Advanced exercises in Greek grammar, syntax, and vocabulary; composition in Greek based on ancient models. Suggested for departmental majors.
3 Lect Hrs
3 Credits

Grk 478 Independent Study
Staff
Directed projects in Greek language and literature.
Hrs by arrangement
1-3 Credits

Grk 479 Independent Study
Staff
See Grk 478.

Grk 490 Honors
Staff
Special projects in Greek language and literature for honors candidates.
Hrs by arrangement
1-3 Credits

Grk 491 Honors
Staff
See Grk 490.

Lat D101 Fundamentals of Latin I
Staff
Designed to complete a standard basic textbook with Latin D102. Offered in the fall.
Core Area: Foreign Languages.
3 Lect Hrs
3 Credits

Lat D102 Fundamentals of Latin II
Staff
Continuation of Latin D101. Offered in the spring.
Core Area: Foreign Languages.
3 Lect Hrs
3 Credits

Lat D113 Intensive Latin
Staff
Accelerated elementary Latin for students with previous language background; fundamentals in one semester.
Prerequisite: Previous language background.
Core Area: Foreign Languages.
3 Lect Hrs
3 Credits

Lat D211 Intermediate Latin
Staff
Review of basic principles and introductory reading of a prose author (Cicero, Livy). Students with 3 years of high school Latin may qualify. (Fall)
Core Area: Foreign Languages.
3 Lect Hrs
3 Credits

Lat D222 Ovid—Metamorphosis
Staff
Continuation of Latin C211. Credit may be applied to major. (Spring)
Core Area: Foreign Languages.
3 Lect Hrs
3 Credits
Note: Latin D222 is a prerequisite for all Latin courses at or beyond the 300 level.

Lat 301 Cicero
Staff
Reading in Cicero's orations, philosophical, or rhetorical works; background and scholarship.
3 Lect Hrs
3 Credits

Lat 302 Caesar
Staff
Reading in the works of Caesar; background and scholarship.
3 Lect Hrs
3 Credits

Lat 303 Roman Comedy
Staff
Reading in the plays of Plautus and Terence; background and scholarship.
3 Lect Hrs
3 Credits

Lat 304 Catullus
Staff
Reading in the poems of Catullus; background and scholarship.
3 Lect Hrs
3 Credits

Lat 305 Roman Elegy
Staff
Reading in Tibullus and Propertius and other Latin elegiac poets; background and scholarship.
3 Lect Hrs
3 Credits

Lat 306 Tacitus
Staff
Reading in the historical works of Tacitus; background and scholarship.
3 Lect Hrs
3 Credits

Lat 307 Sallust
Staff
Reading in the historical works of Sallust; background and scholarship.
3 Lect Hrs
3 Credits

Lat 308 Livy
Staff
Reading in the historical works of Livy; background and scholarship.
3 Lect Hrs
3 Credits

Lat 309 Lucretius
Staff
Reading "On the Nature of Things"; background and scholarship.
3 Lect Hrs
3 Credits

Lat 310 Virgil
Staff
Reading in the works of Virgil with primary emphasis on the Aeneid; background and scholarship. Required for Latin majors, and for combined Greek/Latin majors.
3 Lect Hrs
3 Credits

Lat 311 Petronius
Staff
Reading in the Satyricon; background and scholarship.
3 Lect Hrs
3 Credits

Lat 312 Horace
Staff
Reading in the works of Horace; background and scholarship.
3 Lect Hrs
3 Credits

Lat 313 Juvenal
Reading in the satires of Juvenal; background and scholarship.

Classics

Lat 314 Prose Composition
Staff
Advanced exercises in Latin grammar, syntax and vocabulary; composition in Latin based on ancient models. Suggested for departmental majors.
3 Lect Hrs
3 Credits

Lat 478 Independent Study
Staff
Directed projects in Latin language and literature.
Hrs by arrangement
1-3 Credits

Lat 479 Independent Study
Staff
Directed projects in Latin language and literature.
Hrs by arrangement
1-3 Credits

Lat 490 Honors
Staff
Special projects in Latin language and literature for honors candidates.
Hrs by arrangement
1-3 Credits

Lat 491 Honors
Staff
Special projects in Latin language and literature for honors candidates.
Hrs by arrangement
1-3 Credits

Communication Program

Director

Associate Professor Robert Risse

The Program

The Communication Program provides an opportunity for degree-seeking and non-degree-seeking students to study communication from a range of perspectives. The foundation courses are taught within a broad interdisciplinary framework; a variety of specialized sequences allows concentrated study and skill acquisition in areas of individual interest. Depending on the sequence chosen, students can develop knowledge and skills required for advanced study or professional and vocational application. An understanding of the communication process is a valuable asset in any field of endeavor.

Requirements

The program and its courses are open to any student at or above the sophomore level. Each student enrolled in the program must complete a sequence of 21 credits: 6 credits in foundation courses, 12 credits in a four-course sequence, and 3 credits in an approved elective. Because of the wide range of course options, each student is expected to develop his or her specific program with an advisor. Passage of the CAS Writing Proficiency Examination is required for admission to the program. (The equivalent level of writing ability is required for Special Students.) The program's course requirements are described in greater detail below.

I. Two Foundation Courses
All students are required to take:
Comm E200 (Introduction to Communication)
Comm 480 (Communication Seminar)

II. Four-Course Sequence
Each student will develop, in consultation with an advisor and subject to the approval of the Communication Program Steering Committee, a four-course sequence in some aspect of communication.

Sample Sequences:

a. Cultural Bases of Communication
Anth E103 (Introduction to Cultural Anthropology)
Anth E285 (Language and Culture)
Any two:
Anth 354 (Kinship)
Anth 365 (Anthropological Perspectives on Primitive Art)
Anth 368 (American Indian Myth in Cultural Context)
Anth 385 (Ethnography of Speaking)

b. Film/Video Production
Art E265 (Film Analysis)
ThrArt 275 (Introduction to Screen and Television Writing)
Art 295 (Film/Video I)
Art 395 (Film/Video II)

c. Photography
Art 272 (History of Photography)
Art 293 (Photography I)
Art 393 (Photography II)
Art 394 (Photography III)

d. Professional Writing
Engl 215 (Intermediate Composition)
Engl 306 (Advanced Composition: Theory and Practice)
Any creative writing course
Cooperative Education or Internship Practicum in Writing (students must pass an examination on writing fundamentals to qualify for the practicum)

e. Psychological Bases of Communication
Psych 230 (Social Psychology)
Psych 255 (Perception)
Psych 333 (Group Dynamics)
Psych 356 (Psychology of Language and Thought)

f. Public Policy for Communication
Sociol 300 (Communication and Opinion)
PolSci 365 (Politics of Communication)
AmSt 310 (Television in American Life)
Any one:
PolSci 306 (Political Socialization)
PolSci 309 (Political Behavior)

g. Study of Film
Art E265 (Film Analysis)
Art 365 (Documentary Film)
Art 368 (The Movies, 1930-1950)
Any one:
Engl 325 (Narrative in Novel and Film)
Fr 266 (The French Cinema)
Ital 276 (The Italian Cinema)

h. Television Studio Production
ThrArt 235 (Introduction to Directing)
ThrArt 236 (Introduction to Acting)
ThrArt 265 (Television Production)
ThrArt 275 (Introduction to Screen and Television Writing)

i. Writing for Film and Television
Art 295 (Film/Video I)
Art 395 (Film/Video II)
ThrArt 275 (Introduction to Screen and Television Writing)
Any one:
Engl 215 (Intermediate Composition)
Engl 306 (Advanced Composition: Theory and Practice)

III. Elective Course

Each student will select, in consultation with an advisor, one elective course in an aspect of communication. For those students completing a production-oriented sequence, the elective must be a course which emphasizes theory. For those students completing a theory-based sequence, the elective must be a production-oriented course.

Transfer Credit Policy

Credit for equivalent work at other institutions may be granted by the director of the program. However, each student must take the required foundation courses and at least 50% of his or her specialized sequence at UMass/Boston.

Comm E200 Introduction to Communication
Staff
An introduction to the analysis of varied forms of communication in their sociopolitical contexts. Exploration of the methods of analysis including formalism, information theory, structuralism, and observation of behavior. Application of these methods to verbal, non-verbal, and mass communication.
Prerequisite: Sophomore standing.
3 Lect Hrs
3 Credits

Comm 480 Communication Seminar
Staff
A seminar on a particular problem, issue, or technique in the study of communication, approached from a variety of disciplines and perspectives. The topic of the seminar varies from offering to offering and reflects the research interests of the sponsoring faculty member.
Prerequisite: Advanced standing in the Communication Program or instructor's consent.
3 Lect Hrs
3 Credits

Comparative Literature Courses

CompLt 115 Masterpieces of Western Literature I
Ms Relyea, Mr Bruss, Mr Nelson, Mr Slover
Selected works in various genres and from various periods by such major writers as Homer, Sophocles, Dante, Shakespeare, Goethe, Tolstoy, and Faulkner.
3 Lect Hrs
3 Credits

CompLt 116 Masterpieces of Western Literature II
Mr Schreiber, Mr Helms
A selected survey of literary masterpieces by such writers as Dante, Chaucer, Machiavelli, Cervantes, Shakespeare, Milton, Molière, and Goethe. Foreign language texts in translation. Topics include the literary representation of good and evil, the nature of the tragic figure, crime and punishment, and the relations between individual and state.
3 Lect Hrs
3 Credits

CompLt 201 Introduction to Comparative Literary Analysis
Staff
Focusing on the specific concerns and methods of comparative literature, this course uses the study of selected topics to introduce students to the study of genres in several literatures and in relation to the historic development of Western literary art. Specific topics studied in any given semester vary. Each topic is devoted to a major literary genre and is organized internally so as to trace a historical continuity through several literatures, and to do so through close textual analysis. Three such topics make up the semester's offering. Paying special attention to the potentials and constraints of comparison and differentiation, students will be encouraged to focus on the uniqueness of the cultural and historical context of specific works, as well as to note common ties and developments. Attention to comparative literary theory will supplement the comparative analysis of texts.
Prerequisite: Engl 102 or equivalent.
3 Lect Hrs
3 Credits

CompLt 254 Romanticism and European Literature
Mr Ott
This course focuses, through lectures and discussions, on the manifestation in literature of the Romantic Movement in Europe as one of the historic forces still shaping all our lives. The development of Pre-Romanticism and Romanticism in England, Germany, and France is traced via representative readings in prose (Goethe's *Sorrows of Young Werther*, Eichendorff's *Memoirs of a Good-for-Nothing*, Chateaubriand's *Atala*, Brontë's *Wuthering Heights*), and poetry (by such figures as Goethe, Eichendorff, V Hugo, Wordsworth, Coleridge, Shelley). It will be seen how certain Romantic notions of the individual, of love, and of nature still influence our thinking, our feeling, and our ways of dealing with the world.
3 Lect Hrs
3 Credits

CompLt 263 Proust, Joyce and Mann
Staff
Visions of self, of society, of art and reality as seen by three major contributors to our 20th century understanding of ourselves. Studied in comparative context.
3 Lect Hrs
3 Credits

CompLt 347 Readings in European Fiction
Mr Stock, Ms Manly
The art and thought of such major European novelists as Dostoevsky, Tolstoy, Stendhal, Gide, Mann, and Kafka.
3 Lect Hrs
3 Credits

CompLt 353 Literature of Courtly Love
Ms McAlpine
A study of the courtly ethos as represented in such texts as troubadour's lyrics, Chrétien's Romances, Gottfried's *Tristan*, Dante's *Vita Nuova*, and Chaucer's *Troilus and Criseyde*.
3 Lect Hrs
3 Credits

CompLt 390 The Tale of the Hero
Mr Bowen
The idea of the hero is studied through the examination of heroic lives and deeds in several kinds of traditional narrative—myth, epic, saga, and folktale—drawn from a variety of ages and cultures.
Prerequisite: One 200-level English literature course.
3 Lect Hrs
3 Credits

CompLt 400 Seminar in Comparative Literature
Staff
To be designed and offered by faculty from the foreign language departments on a rotating basis.
Prerequisite: CompLt 201.
3 Lect Hrs
3 Credits

Computer Science Programs

The Programs

The Department of Mathematics and Computer Science offers two programs in computer science, one equivalent to the major and the other equivalent to a minor.

Major Certificate

The Major Certificate in Computer Science will be granted to non-degree-seeking students who satisfy all of the departmental requirements of the major in computer science. The aim of the program is to train people (who may already have a bachelor's degree in another field) to work in research and development in the high-technology computer industry in Massachusetts. Completing the major certificate may take up to three years of study because of the prerequisite structure. Note that although the listed mathematics requirements begin with calculus, many students may first need a review of high school algebra and trigonometry.

Intermediate Certificate

The Intermediate Certificate in Computer Science is for those students who are mainly interested in computer applications. Students who are majoring in other fields as well as non-degree-seeking students may follow this program of study.

Requirements

The requirements for the major certificate are identical with those of the computer science major (See Department of Mathematics and Computer Science).

At present, the elementary courses among those required for the major certificate are offered every semester (day and evening), but the more advanced courses are offered less frequently. All of the courses required for the major certificate are offered at least once a year during the day, but some advanced courses are not yet offered at night.

Requirements for degree- and non-degree-seeking students for the intermediate certificate are as follows:

Math D137, Math D138, Math D140, Math 267, Math 301 (all five); Phys 374, Math 250 or a computer elective (choose one); an applications course* (choose one).

*Courses in computer applications to other disciplines are taught in other departments. A list of approved courses will be kept in the office of the Department of Mathematics and Computer Science. Requests to add courses to this list can be initiated by faculty in any department or by a student. The following list is included to indicate the level of such applications courses: *System Simulation* (MGT 423), *Introduction to Management Information Systems* (MGT 423), *Advanced Programming Applications* (MGT 429), and any computer course numbered above Math 301. Students must, of course, satisfy the usual prerequisites of such courses.

It is the policy of the department to offer, at least on an occasional basis, and whenever possible, all mathematics and computer science courses needed for completing the certificates during both the day and the evening.

Transfer Credit Policy

How much and what may be transferred is currently settled on an individual basis in a conference with the departmental advisor.

Information

For more information on course descriptions, prerequisites, etc., see the booklet "Computer Science Information," which is available from the department.

Creative Writing Program

Director

Associate Professor Lloyd Schwartz

The Program

The Program in Creative Writing is designed for degree- and non-degree-seeking students with special interests in writing poems, stories, and novels, and/or plays. The program can be taken independently or in conjunction with other degree programs. It can be completed comfortably in four to six semesters. Non-degree seeking students will be awarded a certification of completion.

Requirements and Recommendations

Admission

Although creative writing courses are open to all students (subject, in most cases, to permission of the instructor), the program is designed for those students with special interests in writing. Students seeking further information should consult with the program director.

Courses

I. At least four courses in creative writing, only one of which may be an introductory course.

   Engl C210 (Introduction to Creative Writing)
   Engl 211 (Introduction to Creative Writing: Poetry)
   Engl 212 (Introduction to Creative Writing: Fiction)
   Engl 300 (Creative Writing: Tutorial)
   Engl 301 (Creative Writing: Poetry)
   Engl 302 (Creative Writing: Fiction)
   Engl 461 (Creative Writing Workshop)
   ThrArt 250 (Introduction to Playwriting)
   ThrArt 251 (Playwriting I)
   ThrArt 351 (Playwriting II)
   ThrArt 275 (Introduction to Screen and TV Writing)

   Students are advised to take Engl C210, 211, or 212 as sophomores, or, if exempted from Engl 102, as freshmen. Other courses may be taken in any sequence, and *Engl 300, 301, 302, and 461, and ThrArt 251 may be repeated for credit.*

   Several sections of Engl C210 are offered each semester; the other courses are offered once or twice a year. At least one section of Engl C210 and one advanced course are usually offered in the Extended Day Program.

   Students wishing to take more than one creative writing course per semester must receive permission from the instructors involved.

II. Three additional literature courses are required. At least two must be genre courses or major author courses, and at least one must be an upper-level course.

   These courses should, generally, be English courses; but relevant theatre arts and literature-in-translation courses may be allowed, in certain cases, with permission of the director of the Creative Writing Program.

   Note: Students majoring in English may count English courses toward both the major and the creative writing program.

A portfolio of course work must be reviewed and approved by the director of the Creative Writing Program in consultation with members of the Creative Writing Group.

Transfer Credit Policy

With the permission of the director, two courses in creative writing taken at another university or two courses' worth of credit for practical experience in creative writing may be applied toward the certificate.

Information

For further information students should contact the Office of Creative Writing. (929-8319)

Program in East Asian Studies

Faculty

Mark R Peattie, Professor of History and Director, Isabelle Mao, Associate Professor of Chinese Language and Literature
Takeshi Kokubo, Lecturer in Japanese Language and Literature

The Program

The civilizations of China, Japan, and Korea represent an important part of the cultural, intellectual, and social experience of the human race. At the same time East Asia has become a vital area in world affairs. Thus, it is particularly appropriate that the University of Massachusetts at Boston offers specialized instruction in this field.

Courses offered through the program aim at general intellectual advancement and the satisfaction of personal educational goals through the study of a rich and profound cultural heritage which stands outside that of Western civilization. Thus, while these courses provide a potential basis for advanced work in East Asian studies, students who choose to complement their major disciplines by enrolling in the program should not view the program as useful only to those who intend to pursue graduate study in an East Asian studies field.

At present courses are offered chiefly in the areas of history, politics, and language and literature (Chinese and Japanese), with courses in other disciplines occasionally available.

Students in the program may be majors in any discipline, but the courses offered are probably most relevant to students of history, literature, and the social sciences.

Requirements and Recommendations

Admission

Normally, sophomores and juniors will be admitted to the program. Students in the program are required to have a knowledge of Mandarin, Cantonese, Japanese, or Korean, or to make a firm commitment to acquire that knowledge, since language study is an essential part of the program. Those students interested in enrolling should plan to take East Asian Studies E160 and E161 (East Asian Civilizations I and II) and to begin language study as soon as possible. Interested students should consult with the director concerning their qualifications and the development of an individual program of study.

Courses

Students in the program must take East Asian Studies E160 and E161, two years (four courses) of either Chinese or Japanese language courses, and one elective from the list of relevant courses (see below). Partial waivers of the language requirement may be granted by the director, on the basis of interviews and/or testing, to students with adequate existing levels of skill.

Transfer Credit Policy

Partial waivers of language and other requirements may be granted by the director to certain transfer students.

Courses Relevant to the Program

Art 260 (Topics in the Art of Asia)
EASt LE160 (Hist LE160) (East Asian Civilizations I)
EASt LE161 (Hist LE161) (East Asian Civilizations II)
EASt L362 (Hist L362) (Traditional Japan)
EASt L363 (Hist L363) (Modern Japan)
EASt L388 (Hist L388) (History of East Asian-American Relations)
EASt 478 (Independent Study)
EASt 479 (Independent Study)
EASt 480 (Topics in East Asian Studies)
Chse D101 (Introductory Chinese I)
Chse D102 (Introductory Chinese II)
Chse D201 (Intermediate Chinese I)
Chse D202 (Intermediate Chinese II)
Chse E251 (Modern Chinese Literature in Translation)
Chse E253 (The Classic Chinese Novel in Translation)
Chse 478 (Independent Study)
Chse 479 (Independent Study)
Econ 272* (Comparative Economic Systems)
Hist 360 (History of Traditional China)
Hist 361 (History of Modern China)
Jse D101 (Introductory Japanese I)
Jse D102 (Introductory Japanese II)
Jse D201 (Intermediate Japanese I)
Jse D202 (Intermediate Japanese II)
Jse E250 (Modern Japanese Literature in Translation)
Jse E252 (Traditional Japanese Literature in Translation)
Jse 478 (Independent Study)
Jse 479 (Independent Study)
Phil 297 (Oriental Philosophy)
PolSci 202 *(Comparative Politics of Transitional Societies)
PolSci 387 (Government and Politics of China)
RelSty 232 (Eastern Religions)

*Not area-directed, but with a relevance to East Asia

Note: Descriptions of courses in Chinese and Japanese language and literature can be found on the pages immediately following the East Asian Studies Program course descriptions below.

EASt LE160 (Hist LE160)
East Asian Civilizations I
Mr Peattie
An introduction to the traditional civilizations of China, Japan, and Korea, from the earliest times until the arrival of the industrial West in the 19th century.
Core Area: Historical and Cultural Studies.
3 Lect Hrs
3 Credits

EASt LE161 (Hist LE161)
East Asian Civilizations II
Staff
An introduction to the political, social, and economic modernization of China, Japan, as well as Korea, from the arrival of the industrial West in the 19th century to the present day.
Core Area: Historical and Cultural Studies.
3 Lect Hrs
3 Credits

East Asian Studies

EASt L362 (Hist L362) Traditional Japan
Mr Peattie
A historical survey of the cultural, political, social, and economic developments in Japan from ancient times to about 1800, with special emphasis on the formation of the cultural and social traditions of Japan.
Prerequisite: EASt E160 is strongly recommended, but is not required.
3 Lect Hrs
3 Credits

EASt L363 (Hist L363) Modern Japan
Mr Peattie
A historical survey of the economic, social, political and cultural developments in Japan from 1800 to the present, special consideration of economic and foreign policy problems.
Prerequisite: Sophomore standing.
3 Lect Hrs
3 Credits

EASt L388 (Hist L388) History of East Asian-American Relations
Mr Peattie
A seminar/lecture course covering a broad range of problems—cultural, political, economic, psychological, as well as diplomatic—in the history of East Asian-American relations from the late 18th century until the present day. Primary concentration will be on American relations with China and Japan, though some attention will be given to Korea, as well as to Sino-Japanese relations.
Prerequisite: EASt E161, or a general familiarity with the modern history of East Asia is strongly recommended, but not required.
3 Lect Hrs
3 Credits

EASt 478, 479 Independent Study
Staff
For those with special interest in a project dealing with East Asia.
Prerequisite: Permission of program director.
Hrs by arrangement
3 Credits

EASt 480 Topics in East Asian Studies
Staff
Variable content course: offered on an irregular basis.
3 Lect Hrs
3 Credits

Chinese Language and Literature Courses

Chse D101 Elementary Chinese I
Ms Mao
Introduction to modern Mandarin. Intensive practice in the four language skills, with an audio-lingual approach, for students who have no creditable training in Chinese.
Core Area: Foreign Languages.
3 Lect Hrs, 2 Lab Hrs
3 Credits

Chse D102 Elementary Chinese II
Ms Mao
A continuation of Chse D101.
Prerequisite: Chse D101 or equivalent.
Core Area: Foreign Languages.
3 Lect Hrs, 2 Lab Hrs
3 Credits

Chse D201 Intermediate Chinese I
Ms Mao
Continuation of Chse D102. Intensive review and further study of grammar and audio-lingual skills with correlated intermediate-level readings in modern Chinese.
Prerequisite: Chse D102 or equivalent.
Core Area: Foreign Languages.
3 Lect Hrs, 2 Lab Hrs
3 Credits

Chse D202 Intermediate Chinese II
Ms Mao
Continuation of Chse D201. Intensive review and further study of grammar and audio-lingual skills with correlated intermediate-level readings in modern Chinese.
Prerequisite: Chse D201 or equivalent.
Core Area: Foreign Languages.
3 Lect Hrs, 2 Lab Hrs
3 Credits

Chse E251 Modern Chinese Literature in Translation
Ms Mao
Study of masterpieces, literary theories and authors in modern Chinese literature. The course covers the period beginning with the literary revolution (1917) and up to the present time. Authors under study are: Lu Hsun, Lao She, Pa Chin, Mao Tun, Hao Ran and others. Readings in English. No knowledge of Chinese required.
Core Area: Philosophical and Humanistic Studies.
3 Lect Hrs
3 Credits

Chse E253 The Classic Chinese Novel in Translation
Ms Mao
Study of masterpieces in the classic Chinese novel of the Ming and Ching periods (13th-19th centuries). Some titles are: *The Romance of the Three Kingdoms, Golden Lotus, The Scholars, The Dream of the Red Chamber.* Readings in English. No knowledge of Chinese required.
Core Area: Philosophical and Humanistics Studies.
3 Lect Hrs
3 Credits

Chse 478, 479 Independent Study
Ms Mao
For those wishing to continue their study of Chinese beyond the 202 level. Individual attention.
Prerequisite: Chse 202 and permission of the instructor.
Hrs by arrangement
3 Credits

Japanese Language and Literature Courses

Jse D101 Elementary Japanese I
Mr Kokubo
For students with no previous language training in Japanese. Introduction to pronunciation, grammar, conversation, and the elements of the writing system (Hiragana and Kanji).
Core Area: Foreign Languages.
3 Lect Hrs, 2 Lab Hrs
3 Credits

Jse D102 Elementary Japanese II
Mr Kokubo
Continuation of Jse D101. Grammar and conversation using the basic patterns.
Prerequisite: Jse D101.
Core Area: Foreign Languages.
3 Lect Hrs, 2 Lab Hrs
3 Credits

Jse D201 Intermediate Japanese I
Mr Kokubo
Continuation of Jse D102. Reading, writing and conversation using the basic patterns.
Prerequisite: Jse D102 or equivalent.
Core Area: Foreign Languages.
3 Lect Hrs, 2 Lab Hrs
3 Credits

Jse D202 Intermediate Japanese II
Mr Kokubo
Continuation of Jse D201. Further study in reading, writing, and conversation.
Prerequisite: Jse D201.
Core Area: Foreign Languages.
3 Lect Hrs, 2 Lab Hrs
3 Credits

Jse E250 Modern Japanese Literature
Mr Kokubo
Selected readings in modern Japanese fiction with emphasis on the major writers: Tanizaki, Kawabata, Mishima, and others. No knowledge of Japanese necessary. All works in English.
Core Area: Philosophical and Humanistic Studies.
3 Lect Hrs
3 Credits

Jse E252 Tradltional Japanese Literature
Mr Kokubo
Selected readings in classical literature including fiction, Waka poetry, and Haiku. No knowledge of Japanese necessary. All works in English.
Core Area: Philosophical and Humanistic Studies.
3 Lect Hrs
3 Credits

Jse 478, 479 Independent Study
Mr Kokubo
For those wishing to continue their study of Japanese beyond the 202 level. Individual attention.
Prerequisite: Permission of instructor.
Hrs by arrangement
3 Credits

Department of Economics

Faculty

Arthur MacEwan, Professor and Chairperson; Professors Winston Chiong, Louis Esposito, Irving Gershenberg, Joann Stewart, Harold Wolozin; Associate Professors Louis Ferleger, Raymond Torto, Mary H Stevenson; Assistant Professors James Campen, Maryann Cassella, Jeremiah Cotton, Elaine Donovan, Catherine Lynde, Michael Potepan, Henry Raimondo

The Department

The goals of the Economics Department are to provide a broad range of undergraduate courses for economics majors in a liberal arts institution; to prepare students for rigorous graduate work in economics or related fields; to expose majors to the richness of economics through offering both "traditional" and "alternative" courses; and for students who are not economics majors, to improve their understanding of economic phenomena as a way of enhancing their ability to comprehend the problems of a complex modern society. The department participates in appropriate College and University programs, including interdisciplinary studies.

Requirements

The Major

All economics majors are required to take Econ E101, E102, 201, 202, and 205. Majors are further required to take six elective courses. At least one of these electives must be a "field" course, and at least two must be "alternative approach" courses. A "field" course is one which offers a broad survey of a major field of applied economics. (Field courses are designated with double asterisks below.) An "alternative approach" course is one which gives a systematic and thorough treatment of an approach or approaches to economics other than the traditional neo-classical/Keynesian approach. (Alternative approach courses are designated with single asterisks below.)

Honors

Senior economics majors who have the appropriate prerequisites can, with the approval of the department during their senior year, write an honors thesis under the direct supervision of a member of the department. The awarding of honors will be determined by the thesis advisor and a second reader. See the Econ 489 and 490 course descriptions for details.

Math Requirement

Introduction to Economics I (E101) and Introduction to Economics II (E102) have as a prerequisite Math 110 or its equivalent (e.g., placement out of Math 110 by examination). Almost all other economics courses have either E101 or E102 or both as a prerequisite; students must therefore have completed Math 110 or its equivalent prior to taking almost any economics course. Also, in order to take Statistical Methods (Econ 205) students must have as a prerequisite either Math D124 or placement into Math D130. Economics 205 is required of all majors.

Warning: Revised Course Numbers

As of the beginning of the 1985/86 academic year, most courses in the Department of Economics have been renumbered—e.g., Economics 325 was formerly 225 and Economics 417 was formerly 317. Students must take care to avoid taking the same course twice. *Credit will not be granted twice for the same course, regardless of change in numbers.*

Transfer Credit Policy

By permission of the department, and subject to University regulations, major credit may be given for up to five courses taken at other institutions. See the Course Equivalency Guide for details.

Econ E101 Introductory Economics I
Staff
A broad introductory survey in which special attention will be given to the role of economic principles in analyzing and understanding current economic problems. Emphasis will be placed on the functioning of markets and on examining the behavior of individual economic units such as the business firm and the consumer (microeconomics). Other areas of emphasis will vary from section to section and may include industrial organization, income distribution, international trade, economics of the environment, and other topics. (May be taken after Econ E102.)
Prerequisite: Math D110 or equivalent.
Core Area: Social and Behavioral Sciences.
3 Lect Hrs
3 Credits

Econ E102 Introductory Economics II
Staff
A broad introductory survey in which special attention will be given to the role of economic principles in analyzing and understanding current economic problems. Emphasis will be placed on examining the overall functioning of the economy and on dealing with such matters as unemployment, inflation and recession. Other areas of emphasis will vary from section to section and may include economics of government spending and taxation, economic development, alternative economic systems, and other topics. (May be taken before Econ E101.)
Prerequisite: Math D110 or equivalent.
Core Area: Social and Behavioral Sciences.
3 Lect Hrs
3 Credits

Econ C213 Urban Economics**
Staff
An economic analysis of urban areas and urban problems. Provides an economic explanation of the growth of cities and metropolitan areas together with an understanding of the forces that determine the location, form, and economic structure of cities. A number of contemporary problems are studied in depth. A political-economic analysis is applied to such problems as the property tax, housing and urban renewal, poverty, crime and transportation.
Prerequisite: Econ E101 or E102.
Core Area: Social and Behavioral Sciences.
3 Lect Hrs
3 Credits

Econ 201 Economic Theory I, Microeconomics
Staff
Analysis of consumer behavior, the theory of production equilibrium of the firm and the industry, market structures and the pricing of factors of production.
Prerequisite: Econ E101.
3 Lect Hrs
3 Credits

Econ 202 Economic Theory II, Macroeconomics
Staff
Analysis of the forces determining the level and structure of gross national output, and those government policies which attempt to affect economic activities in the United States.
Prerequisites: Econ E101 and E102.
3 Lect Hrs
3 Credits

Economics

Econ 205 Statistical Methods
Staff
A non-calculus introduction to statistical inference. Primary objective is to familiarize the students with common statistical concepts so they will be able to make intelligent evaluations of technical reports. The first half of the course covers probability, including common distributions. Second half studies hypothesis testing, including T-Tests, goodness of fit, contingency tables, analysis of variance, regression, and correlation.
Prerequisites: Math 124 (or placement into Math 130) and Economics E101 or E102.
3 Lect Hrs
3 Credits

Econ 208 History of Economic Thought*
Staff
A discussion of the rise and development of systematic economic thought. Both orthodox and heterodox economic ideas are studied in light of the social and historical context in which they developed. The course covers the origins of mercantilist thought, the physiocrats and classical political economy through Marx, the German historical school, the marginalist school, institutional economics, Keynesian and post-Keynesian thought.
Prerequisites: Econ E101 and E102.
3 Lect Hrs
3 Credits

Econ 210 Introduction to Marxist Analysis*
Staff
An introduction to Marxist economic analysis, giving students an initial exposure to the basic concepts and methods of analysis of Marxist economics. Several themes and concepts will run throughout the course; these include the processes of alienation and exploitation, the operation of contradictions and the role of dialectics, and the role of the state in capitalistic societies.
3 Lect Hrs
3 Credits

Econ 215 The Political Economy of New England
Staff
An examination of the historical origins, present nature, and outstanding problems of our regional economy, with particular emphasis on Massachusetts. Such topics as: historical trends in New England's economic structure; causes and consequences of business investment and location; workers and jobs; the political economy of taxes and government spending; state and regional economic policy making; and a critical examination of alternative strategies for economic development.
Prerequisite: Econ E101 or E102 or permission of instructor.
3 Lect Hrs
3 Credits

Econ 318 The Economics of State and Local Governments*
Staff
An analysis of the economic problems of state and local governments with special emphasis on the property tax and its administration as well as educational finance, intergovernmental relations and state-local revenue sharing. Particular attention will be paid to the case of Massachusetts and to those of local governments in the Boston metropolitan area.
Prerequisites: E101 and E102.
3 Lect Hrs
3 Credits

Econ 325 American Economic History*
Staff
This is a course in the economic history of the United States. It begins with a study of the colonial period to make clear the economic basis of the Revolutionary War. The course will then cover the industrial revolution in the United States and the economic basis for slavery and the Civil War. The course will then cover such 20th century issues as the broad-scale conflict between capital and labor during and after WWI, the weakness of the US economy during the 1920's, and the Great Depression.
Prerequisite: Econ E101 or E102.
3 Lect Hrs
3 Credits

Econ 331 Money and Financial Institutions**
Staff
An economic analysis of financial institutions and markets in the American economy. Institutional and economic factors in the determination of the money supply are studied. Included are the commercial banking system and the money and capital markets. Policy making, both formulative and implementative, by the central bank is emphasized. Current policy issues are debated.
Prerequisites: Econ E101 and E102.
3 Lect Hrs
3 Credits

Econ 335 International Economics**
Staff
The theory of international trade; theory and practice of commercial policy; international finance: the balance of payments, adjustment mechanisms, and alternative monetary systems.
Prerequisites: Econ E101 and E102.
3 Lect Hrs
3 Credits

Econ 336 Economic Development**
Staff
The economic meaning of underdevelopment, evaluation of alternative "strategies" for economic growth, the role played by different kinds of resources, and interaction of the problems of the underdeveloped countries of Africa, Asia, and Latin America with the policies of the developed countries.
Prerequisites: Econ E101 and E102.
3 Lect Hrs
3 Credits

Econ 337 The African Economy*
Staff
Comparative analysis of the economic characteristics and problems of sub-Saharan African countries.
Prerequisite: Econ E102.
3 Lect Hrs
3 Credits

Econ 339 The Latin American Economy*
Staff
Description and analysis of the economic characteristics and problems of Latin American countries.
Prerequisite: Econ E102.
3 Lect Hrs
3 Credits

Econ 343 The Political Economy of Black America*
Staff
A survey of the economic status of Black Americans. Examination of the social and economic legacy of slavery and reconstruction. Analysis of particular problem areas for contemporary Blacks, e.g., housing, labor market discrimination and education. Evaluation of community economic development, Black capitalism and other strategies for Black economic development.
Prerequisite: Econ E101.
3 Lect Hrs
3 Credits

Econ 345 Energy
Staff
This course will examine elements of the energy crisis, energy supply, energy demands, and some legal and policy issues. It will include a discussion of regulatory and market alternatives, employment impact of energy policies, exhaustible resources, non-mineral energy sources, environmental externalities, international implications, and other topics.
Prerequisite: Econ E101 or E102.
3 Lect Hrs
3 Credits

Econ 349 The Political Economy of Environmental Control
Staff
An introductory survey of the challenge of environmental disruption and of its impact upon the environment and the quality of life in our society. The sources, measurement, and control of pollution as a problem in private and social planning. A trans-disciplinary approach including legal, social, political and psychological factors.
Prerequisite: Econ E101 or E102.
3 Lect Hrs
3 Credits

Economics

Econ 350 The Economics of Aging and Retirement
Staff
This course will concentrate on the economic implications and problems of an aging society. It will address the relationship between economics and other disciplines (sociology, psychology, political science, the law, management). Concerns include the status of the elderly; health and welfare problems; retirement and pensions; fiscal and macroeconomic implications and problems; and alternative occupations.
Prerequisites: Econ E101 and E102.
3 Lect Hrs
3 Credits

Econ 351 Economic Philosophy*
Staff
A transdisciplinary seminar on the image of humankind in economics compared to that image as seen by other disciplines such as philosophy (including existentialism), anthropology, sociology, psychology, and psychoanalysis.
Prerequisite: Econ E101 or permission of instructor.
3 Lect Hrs
3 Credits

Econ 372 Comparative Economic Systems**
Staff
The course examines various economic systems with the purpose of gaining a better understanding of economic relationships through understanding alternative means of organization. Economies of such countries as the USSR, China, Cuba, and Yugoslavia are analyzed and compared with the economies of capitalist nations, especially the U.S. Issues of concern include market and non-market mechanisms of allocation and distribution, workers' control, economic democracy, centralization and decentralization, and the relation of economic affairs to political and social affairs.
Prerequisites: Econ E101 and E102.
3 Lect Hrs
3 Credits

Econ 380 The Economics of Health Care
Staff
This course is primarily concerned with analyzing the health care delivery system in the United States. Among the topics covered will be the economic, social, and demographic factors determining the demand for health care, the supply of various kinds of health manpower, the financing of health care services and its impact on hospitals, and alternative systems of health care delivery.
Prerequisite: Econ E101; E102, though not required, is recommended.
3 Lect Hrs
3 Credits

Econ 381 Marxist Economic Analysis*
Staff
An examination of Marxist theory with special emphasis on Marx's own writings (mainly the 3 volumes of *Capital*). The controversies which have surrounded the development of Marxist theory since Marx will also be studied (e.g., the falling rate of profit, the transformation problem). Marxist theory will be presented throughout as a means of understanding the problems of contemporary capitalism.
Prerequisites: Econ E101 or E102; and 210.
3 Lect Hrs
3 Credits

Econ 382 Current Issues in Marxist Economics*
Staff
A course dealing with particular current issues in Marxist theory and the application of Marxist theory to current economic problems. The subject matter of this course varies a good deal with the interests of the particular instructor, and it might be viewed as a "topics" course. The course may not, however, be repeated for credit.
Prerequisites: Econ E101 or E102; and 210.
3 Lect Hrs
3 Credits

Econ 390 Labor Market Economics**
Staff
This course deals with labor as an economic resource. It is a broadly based course covering the main problems and issues in labor markets. Primarily a non-institutional course, it gives the student a foundation for further investigation into particular aspects of the labor economics field.
Prerequisites: Econ E101 and E102.
3 Lect Hrs
3 Credits

Econ 391 Economics of Labor and Collective Bargaining**
Staff
A brief historical overview of the American labor movement and its institutions, traditional economic theories of wage determination and the impact of collective bargaining. A radical critique and alternative theories as applied to low-wage labor markets.
Prerequisite: Econ E101; E102 recommended.
3 Lect Hrs
3 Credits

Econ 392 Women's Economic Roles*
Staff
An analysis of the economic roles of women and how these roles have changed over time. The course will cover four major topics: a historical and cross-cultural examination of the ways in which economic events and institutions affect the economic position of women; women as producers in advanced industrial society; women as consumers in advanced industrial society; and an examination of the relationship between sexism and advanced industrial capitalism.
Prerequisite: Econ E101 or E102.
3 Lect Hrs
3 Credits

Econ 394 Sex Segregated Labor Markets*
Staff
A study of women's inferior economic status, proposals for changes in public policy, and a review of theoretic and empirical work on topics including women's labor force participation, job segregation, wage differences and discrimination.
Prerequisite: Econ E101; E102, though not required, is recommended.
3 Lect Hrs
3 Credits

Econ 417 Public Finance**
Staff
The incidence and effects of taxation, government expenditure programs, and public debt operations of federal, state and local governments.
Prerequisites: Econ 202; or Econ 201 and E102.
3 Lect Hrs
3 Credits

Econ 431 Monetary Theory and Policy**
Staff
A study of the demand and supply of money: theories and evidence, money in macroeconomic models, and current issues in monetary policy.
Prerequisites: Econ 202 and Econ 331.
3 Lect Hrs
3 Credits

Econ 432 Industrial Organization**
Staff
A theoretical framework for the analysis and evaluation of the performance of American industry; examination of a group of American industries to illustrate the usefulness of economic theory in explaining price and output policy; and analysis of anti-trust activities as a public policy designed to promote better market performance.
Prerequisite: Econ 201.
3 Lect Hrs
3 Credits

Economics

Econ 433 Government Regulation of Private Business
Staff
The purpose of this course is to analyze government policies toward business and their impact on society. Three major areas will be covered: antitrust policy, economics regulation, and social regulation. Topics are the causes and effects of market failure, the causes and consequences of mergers, the regulation of public utilities, health and safety regulation, patent policy, and the analysis of business practices such as resale price maintenance, franchising, bundling, and tying arrangements.
Prerequisite: Econ 201.
3 Lect Hrs
3 Credits

Econ 435 The Multi-National Corporation*
Staff
Impact of the multinational corporation on the economic and social structures of the less developed countries. Topics will include theories of direct foreign investment, the nature of host country-foreign firm conflicts, issues in labor relations, the impact of economic integration, and the policy alternatives of the less developed countries. Research project and report required.
Prerequisite: Econ 335, 336, 337, or 338.
3 Lect Hrs
3 Credits

Econ 450 Social Security
Staff
This course focuses on the problems confronting the U.S. social security system and on the economic effects of that system. Topics to be covered include the historical development of the system, its role and objectives, the effects of the system on labor supply and on saving, and the financing of the system.
Prerequisites: Econ E102 and 201.
3 Lect Hrs
3 Credits

Econ 451 Mathematical Economics
Staff
Static and dynamic models of economic behavior will be formulated.
Prerequisites: Math D140, Econ E102 and 201.
3 Lect Hrs
3 Credits

Econ 452 Econometrics
Staff
The traditional simple and multiple linear regression models. Application of these models to estimating both microeconomic and macroeconomic relationships.
Prerequisites: Econ 201 and 205.
3 Lect Hrs
3 Credits

Econ 453 Advanced Macroeconomics
Staff
Theoretical and applied analysis in macroeconomics.
Prerequisite: Econ 202.
3 Lect Hrs
3 Credits

Econ 470 Special Topics
Staff
3 Lect Hrs
1-3 Credits

Econ 476 Internship in Economics
Staff
Carefully supervised field work in institutions in the Boston area which do research on economic issues. A written description of the research, periodic conferences with the faculty supervisor, and a final report on the field work experience are required minimally. Open to a limited number of students per semester. The department will place the student in the appropriate setting.
Prerequisites: Econ E102 and 201, and permission of instructor.
3 Lect Hrs
3 Credits

Econ 478 Independent Study
Staff
Research and reading in any area in economics: the purpose of this course is to allow the student to do advanced work in an area of economics to which he or she has already been exposed or to investigate an entirely new area.
Prerequisites: Junior standing and permission of instructor.
Hrs by arrangement
3 Credits

Econ 480 Seminar
Staff
A senior seminar conducted by various members of the faculty with concentration on their fields of scholarly interest.
Prerequisites: Junior standing and permission of instructor.
3 Lect Hrs
3 Credits

Econ 489 Senior Research Project
Staff
Closely supervised individual research on a topic chosen by a student in consultation with a faculty supervisor. The purpose of Econ 489 is to enable highly qualified students to undertake the preliminary exploration—reading, thinking, data-gathering—that is necessary for the successful undertaking of writing a senior honors thesis during the following term. Completion of a thesis prospectus, and acceptance of this prospectus by the student's proposed thesis supervisor, is a prerequisite for admission to Economics 490.
Prerequisites: Limited to economics majors who have earned at least 80 credits and an overall cumulative grade point average of 3.25 and who have completed at least 7 economics courses with an economics GPA of 3.5; permission of both a faculty supervisor and the department chairperson.
Hrs by arrangement
3 Credits

Econ 490 Senior Honors Thesis
Staff
Closely supervised individual research resulting in the completion of a senior honors thesis. Topics will be mutually agreed upon by students and their faculty supervisors, on the basis of the thesis prospectus (See Economics 489). At the beginning of the term the department chairperson will, in consultation with the thesis supervisor, appoint a second reader for the thesis, who will be available for consultation during the term. Upon completion of the thesis, and its acceptance by the supervisor and the second reader, the student will present an oral summary of his or her research at a seminar open to all economics students and faculty.
Prerequisites: Successful completion of the thesis prospectus in Economics 489; permission of both a faculty supervisor and the deparment chairperson.
Hrs by arrangement
3 Credits

Engineering Program

Faculty

Shreedhar J Lele, Professor and Director; Professor Seymour Kass; Associate Professor William G Witthoft

The Program

The Engineering Program is a cooperative program with the University of Massachusetts at Amherst that involves two years' work at each campus, leading to majors in chemical, civil, electrical, mechanical, and industrial engineering.

This program makes it possible for students to live and work in the Boston area while completing, at UMass/Boston, at least half the coursework required for a Bachelor's degree in engineering. Students who are admitted to the program and successfully complete it are guaranteed admission to the School of Engineering at UMass/Amherst. For students who wish to remain in the Boston area, a similar transfer agreement with the College of Engineering at Northeastern University is in effect. For students majoring in electrical engineering, additional transfer agreements with local private institutions have been established: such majors who complete the program satisfactorily may transfer to Boston University, Tufts University, and Wentworth Institute, as well as Northeastern University. A special state-appropriated subsidy will allow electrical engineering majors who transfer to these private institutions to complete the last two years of the program while paying tuition at a rate of no more than $2500 per year.

Other students, after completing the first two years of the program, may wish to remain at UMass/Boston to obtain a degree in Engineering Physics or in physics, chemistry, mathematics, or computer science.

Engineering Majors

A student enrolled in engineering can later major in one of five areas:

Chemical Engineering

Chemical engineers work in the creation, development, design and operation of processes for bringing about chemical and certain physical changes in materials. They engage in a wide range of activities including research and development, economic and market analysis, design, construction, operation, production supervision, sales, technical service, and management.

Civil Engineering

Civil engineers are concerned with construction, transportation systems, water resources, pollution, hydraulics, soil mechanics, foundation engineering, surveying and mapping, structural engineering, urban planning, and ocean engineering.

Electrical Engineering

Electrical engineers apply electrical and mathematical principles to the solution of engineering problems, and to the design of the electrical and electronic equipment of the future. Modern communications systems, high speed computers and bio-medical instrumentation are just a few of the creations of electrical engineers. Students in this area have the option to study computer systems engineering.

Industrial Engineering

Industrial engineers are concerned with the design, installation, analysis and improvement of integrated systems of new materials and equipment. These systems are found in nearly all organizations and at all levels within the organization. Major areas of interest include health delivery systems, manufacturing and production systems, and large scale facilities planning.

Mechanical Engineering

Mechanical engineers use the principles of dynamics, solid mechanics, fluid and gas dynamics, heat transfer, thermodynamics, and material science together with mathematical and computer methods for application to research, development, design, and management in industry, government, and engineering education.

Engineering Curriculum and Degree Requirements

While at the Boston campus, students enrolled in the Engineering Program will follow a pattern of coursework that closely parallels the curriculum followed by students in one of the five engineering majors who begin their studies at the School of Engineering at UMass/Amherst or at Northeastern University.

Engineering Courses Total: 3-6

- A required Introduction to Engineering (Engin 103) which provides a general overview of the field and is taken in the first semester of the freshman year.
- Two semesters in the student's chosen major, taken during the sophomore year.

Math Courses Total: 5-6

- A two-semester freshman year calculus course (Math D140-D141).
- Two sophomore year courses, including a third calculus course and an additional course that varies depending on major.
- A required second semester freshman year course in Pascal or in FORTRAN Programming.
- An additional math elective course, usually taken in the junior year, but optional for sophomores if schedules permit.

Physics Courses Total: 2-3

- A two-semester calculus-based course in Physics (Phys D113 and D114) with laboratories (Phys 181 and 182).
- For majors in computer engineering and electrical engineering, an additional semester of physics.

Chemistry Courses Total: 2-4

- A two-semester course in chemistry (Chem D103 and D104).
- For majors in chemical engineering, two additional semesters of chemistry.

In addition to the specific requirements listed above in engineering, math, chemistry and physics, students will take additional coursework in English, the humanities, social sciences and physical sciences in order to meet graduation requirements of the institution to which they will transfer. Transferring students need *not* meet CAS graduation requirements, such as completion of the Core curriculum and the passing of the Writing Proficiency Examination.

Engin 103 Introduction to Engineering
Staff
A basic introduction to the various fields of engineering. Required of all freshmen engineering majors.
3 Lect Hrs
3 Credits

Engin 200 Systems Analysis I (Electrical Engineering)
Staff
Physical characteristics and mathematical models of system elements; techniques for writing and solving system dynamic equations, with application to electronic circuits and other types of systems.
Prerequisite: Sophomore standing, engineering major.
3 Lect Hrs
3 Credits

Engineering

Engin 201 Digital Systems Theory (Electrical Engineering)
Staff
An introduction to the theory of digital circuits stressing general techniques for the analysis and synthesis of combinational and sequential logic systems.
Prerequisite: Sophomore standing, engineering major.
3 Lect Hrs
3 Credits

Engin 202 Statics (Mechanical Engineering)
Staff
A vector treatment of the equilibrium of particles and rigid bodies. Topics include: vector algebra, forces, moments, couples, equations of equilibrium, free-body diagrams, graphical techniques, constraints, structures and mechanisms, friction, centroids and moments of inertia, the method of virtual work.
Prerequisites: Sophomore standing, engineering major.
3 Lect Hrs
3 Credits

Engin 203 Engineering Graphics and Design (Mechanical Engineering)
Staff
Introduction to basic principles of mechanical engineering design and basic graphics including design process, engineering analysis, and instrumentation.
Prerequisites: Sophomore standing, engineering major
3 Lect Hrs
3 Credits

Engin 211 Systems Analysis II
Staff
Concepts relating to transfer functions; digital and analog solutions of system equations, time and frequency domain analysis techniques with use of the laplace transformation.
Prerequisite: Engin 200.
3 Lect Hrs
3 Credits

Engin 212 Active Networks I
Staff
Active network theory, biasing, device modes and linear equivalent circuits; multispace feedback, tuned and power amplifiers; power supplies, regulators and active switches.
Prerequisite: Engin 200.
3 Lect Hrs
3 Credits

Engin 221 Strength of Material I
Staff
Notions of stress, strain and Mohr's circle; tension; shear and torsion; plane stress and plane strain; moments of inertia. Shear force and bending moment diagrams. Depletion of beams; indeterminate beams; Castigliano's principle; plastic bending of beams. Mechanical properties of materials.
Prerequisite: Engin 202.
3 Lect Hrs
3 Credits

Engin 222 Dynamics
Staff
A vector treatment of dynamics. Kinematics of a particle in two and three dimensions. Dynamics of a particle; momentum, moment of momentum, and work-energy. Rigid bodies in plane motion; kinematics and dynamics. Relative motion.
Prerequisite: Engin 202.
3 Lect Hrs
3 Credits

Engin 225 Thermodynamics
Staff
The laws of thermodynamics introduced and applied to various energy-transforming devices. Property relations. The science of thermodynamics; a background for further study in thermodynamic principles.
Prerequisites: Math D141 and Physics D113.
3 Lect Hrs
3 Credits

Engin 230 Chemical Engineering Fundamentals
Staff
Chemical engineering principles and their application to chemical processes, involving concepts of pressure, temperature, volume, heat capacity, thermochemistry, and mass and/or energy balances.
Prerequisite: Chem C103.
3 Lect Hrs
3 Credits

Engin 231 Chemical Engineering Thermodynamics
Staff
The fundamental principles of thermodynamics. First and second laws; properties of single-component systems, thermodynamic cycles, and phase and chemical equilibria.
Prerequisites: Engin 230 and Math 240.
3 Lect Hrs
3 Credits

Engin 271 Circuit Analysis Laboratory
Staff
An introductory electrical measurements and linear circuit analysis laboratory to accompany the first semester sophomore-level electrical engineering courses. Topics include voltage and current division, Thevenin's Theorem, operational amplifiers, first order circuits, second order circuits, and phase measurements.
Prerequisite or corequisite: Engin 200 or permission of the instructor.
3 Lab Hrs (every other week)
1 Credit

Engin 272 Active Circuits Laboratory
Staff
An electrical measurements laboratory to accompany the second semester sophomore-level electrical engineering courses: Systems Analysis II and Active Networks I. Topics include power and phase measurements, frequency response, transformers, fourier series, transistor configurations, digital circuits.
Prerequisite: Engin 271; prerequisites or corequisites: Engin 211 and Engin 212, or permission of the instructor.
3 Lab Hrs (every other week)
1 Credit

Engin 282 Active Networks Laboratory I
An electonics laboratory to accompany the second semester sophomore level electrical engineering course, Active Networks I (Engin 212). Topics: Diode and transistor circuits, operational amplifiers and linear IC, power supplies, resistors, and active switches.
Prerequisite: Engin 200.
Corequisite: Engin 212.
3 Lect Hrs
1 Credit

Engineering/Physics

Faculty

See Department of Physics

The Curriculum

Engineering/Physics is a branch of applied science which emphasizes both engineering and physics. It is a challenging general alternative to the traditionally more specialized undergraduate engineering curricula, offering flexible options for professional growth. The engineering/physics curriculum is designed to provide a firm foundation of basic scientific principles, as well as the theoretical knowledge and skills required for specific engineering applications. The curriculum is equally suitable for students intending to pursue careers in industrial research and development, or for those preparing for graduate studies in a variety of scientific and technical areas.

The basic engineering/physics curriculum consists of the first two years of a standard engineering program, followed by upper division courses equivalent to those required for a Bachelor of Science in Physics degree. Students select a concentration of technical electives in one of a number of currently marketable areas: applied physics, properties of materials, computer science, or digital electronics. (Concentrations in other areas may be tailored to fit individual interests.) Students receive realistic, practical, problem oriented training in an advanced projects laboratory and seminar, designed with the cooperation of representatives from some of Massachusetts' outstanding high-tech industrial firms.

Requirements and Recommendations

The requirements for this degree are outlined below. Note that this listing is inclusive; no additional courses are required.

I. Introductory courses: Physics D113, D114, 181, and D211; Engineering 103 (intended for first semester freshman students), 200, 211, 271, and 272; Mathematics D140, D141, 240, and 137P or F; English 101, 102, and the writing proficiency examination.

II. Intermediate and advanced courses: Physics 214, 281, 312, 321, 322 (or approved substitute), 371, 374, 382, (or approved substitute), 421, 481, and 482; Mathematics 260, 319, and an approved 300 level elective.

III. An elective sequence of six 3-credit engineering and applied science courses in an approved area of concentration. There are four currently available areas.

   A. Applied Physics: Engineering 202, 203, 221, Physics 350, and two of the following courses: Physics 600, 601, 602, 608, 615.

   B. Properties of Materials: Engineering 202, 221, 230, and one of the following tracks:

      1. Physical Chemistry: Chem 341, 342, 343, 344

      2. Inorganic Chemistry: Chem 361, 369, 370, 379

      3. Organic Chemistry: Chem 253, 254, 351

   C. Computer Science: Engineering 202, 221, Mathematics D138, 267, 301, and 250, or an applications course satisfying the Computer Science Intermediate Certificate, or a computer course at the level of Math 301 or above.

   D. Digital Electronics: Engineering 201, 221, Mathematics D138, 267, Physics 600 and either 601 or 608.

IV. Six CAS core courses in the areas of the Arts, Philosophical and Humanistic Studies, Historical and Cultural Studies, and Social and Behavioral Sciences. Five must be "C" courses, at least 2 of which are at the 200 level; one must be an "E" course.

Students interested in engineering/physics should obtain individual advice and guidance from the physics department at their earliest opportunity.

Transfer Credit Policy

See Department of Physics

En/Phys 481-482
Engineering/Physics
Advanced Projects Lab
and Seminar
Staff
Individual projects laboratory under the guidance of faculty in experimental and applied physics. An opportunity for the student to coordinate knowledge from mathematics, basic sciences and engineering sciences in the development of a specific project. Selected projects will emphasize design, analysis, development and evaluation; they will be chosen to simulate, as closely as possible, situations that might occur in industrial research and development.
Prerequisite: Senior standing as en/phys major.
4 Credits

Department of English

Faculty

Ron Schreiber, Associate Professor and Chairperson; Professors Ann Berthoff, Joel Blair, James H Broderick, Martha Collins, Robert A Corrigan, Edwin Gittleman, Robert A Greene, Francis R Hart, Susan Horton, Seymour Katz, Charles Knight, Margaret Mansfield, Shaun O'Connell, Vincent Petronella, Taylor Stoehr, John Tobin; Associate Professors Pamela Annas, Donald Babcock, Charles Bowen, John Brereton, Neal Bruss, Robert Crossley, Linda Dittmar, Kenneth Frederick, James L Grove, Alan Helms, Eleanor Kutz, Richard Lyons, Monica McAlpine, Duncan Nelson, Lois Rudnick, Lloyd Schwartz, Mary Shaner, George Slover, George Smith, Joseph L Tribble, Cornelia Veenendaal, Mary Helen Washington, Frederick Willey; Assistant Professors Albert Divver, Donaldo Macedo, Thomas O'Grady, Elaine Pugh, Ted Richer, Carole Robinson, Hephzibah Roskelly, Pancho Savery, Penelope Shaw, Louise Smith, Eleanor Wachs, Vivian Zamel; Adjunct Associate Professor John Conlon; Visiting Assistant Professor Ellen Rintell.

The Department

The English Department offers a wide variety of courses and programs in literature, language, and writing for major and non-major alike. Hundreds of UMass/Boston students choose the English major as one of the best (and most recognized) forms of pre-professional training, since it cultivates powers sought after in many careers: perceptiveness, language skills, ability to analyse human motive and situation, careful judgment, the ability to recognize underlying principles and to foresee human consequences. Many study literature as the richest repository of human values and vision, and for others it provides unique opportunities for self-discovery as well as immediate access to remote worlds of experience. Courses in literature are organized according to the major critical orientations: historical, generic, thematic, and authorial, and each semester's offering of twenty-five advanced courses gives balanced representation to these. Courses in practical and creative writing are available at three levels. Clusters of courses in language and linguistics and in the teaching of English are also available. Members of the department teach in several interdisciplinary programs, and all English faculty teach courses at all levels. The Department offers the Master of Arts degree for study of literature, writing, bilingual education, and teaching English as a Second Language.

Requirements

Prerequisites

Freshman English is prerequisite for all English courses above the 100-level. For non-majors, one 200-level English course is prerequisite for all 300- and 400-level English courses. These requirements may be modified or waived for certain courses; see the following course descriptions for such changes. The student who is strongly motivated to take a course for which he or she has not satisfied the prerequisites should contact the instructor for advice and permission.

Major Requirements

Students majoring in English must pass a minimum of ten courses beyond the freshman level. At least six of the ten must be advanced (300- and 400-level) courses. At the sophomore level, all English majors must take the following prerequisites to advanced study:

1. Engl 200 (Practical Criticism) or
   Engl C201 (Five British Writers)
2. Engl E206 (Six American Authors) or one of the following:
   English C202 (Introduction to Poetry)
   Engl C203 (Introduction to Drama)
   Engl C204 (Introduction to Fiction)

At least one of these two required sophomore-level courses must be taken before the English major begins advanced-level work. Of the advanced (300- and 400-level) courses, at least one must be chosen from each of *three* of the following distribution categories:

B) Studies in Genre and Mode
C) Studies in Language and Literary Theory
D) Advanced Readings in Literature
E) Studies in Major Authors
F) Literature in its Historical and Cultural Contexts

The distribution category for each advanced course is indicated by letter code after the course title.

English majors interested in other disciplines such as psychology, linguistics, history, or the foreign languages will be assigned advisors with similar interests to help them plan a coherent, individualized program of study.

Courses Which Count Toward the Major:

1. Humanities (except Human 115, 116), American studies, and linguistics courses, *if taught by English faculty.*
2. ThrArt 250, 251, 351.
3. One semester of Independent Study, which must be approved by the director of the major.

Courses Which Do Not Count Toward the Major

1. 100-level courses, such as Engl C120, C130, Human 115, 116 (if taken after fall, 1981).
2. Literature in translation courses offered by foreign language departments.
3. Courses in speech, communication, journalism.
4. Interd-200; WoSt 250; Irish Studies 201, even though taught by English faculty.

Minor Requirements

All minors are required to take Engl 200, Practical Criticism, which serves to introduce other courses in the deparment and which is usually offered in multiple sections.

In addition, students must take five other English courses, at least three of which must be at the 300/400 level. Each minor chooses one of three tracks: 1. Genre; 2. Historical and Cultural Approaches to Literature; 3. Writing. With the help of an advisor, students may then select courses which meet the separate track requirements. For lists of such courses, see the English Handbook which is issued for each semester.

Honors

The department offers a two-semester Honors Program for a small number of seniors whose work in English has been outstanding. Minimal requirements for admission are a 3.0 cumulative average (3.5 in English courses) and recommendations to the English Honors Committee from faculty members acquainted with the applicant's work. Interested students should contact the director of the major. (Note the descriptions of Engl 498-499 below.)

English

Creative Writing Program

Students who are *not* English majors and who wish to earn certificates in Creative Writing should refer to the section of this catalog entitled "Creative Writing Program."

The English major who pursues a program of study in creative writing must—while satisfying all English major requirements—complete at least four semester courses in creative writing, only one of which may be an introductory course. Courses approved to date for the program include:

Engl C210 (Introduction to Creative Writing)
Engl 211 (Introduction to Creative Writing: Poetry)
Engl 212 (Introduction to Creative Writing: Fiction)
Engl 300 (Creative Writing: Tutorial)
Engl 301 (Creative Writing: Poetry)
Engl 302 (Creative Writing: Fiction)
Engl 461 (Creative Writing Workshop)
ThrArt 250 (Introduction to Playwriting)
ThrArt 251 (Playwriting I)
ThrArt 351 (Playwriting II)
ThrArt 275 (Screen and TV Writing)

Students are advised to take Engl C210 as sophomores or, if exempted from Engl 102, as freshmen. Other courses may be taken in any sequence, and Engl 300, 301, 302, and 461, and ThrArt 251 may be repeated for credit.

Students wishing to take more than one creative writing course per semester must receive permission from the instructors. Certification in creative writing requires final approval by the Director(s) of Creative Writing, in consultation with members of the Creative Writing Group, based on a portfolio of work completed in creative writing courses.

Honors in English and Creative Writing

The Creative Writing Program, in conjunction with the English Department, offers a two-semester program for a small number of seniors whose work in English and Creative Writing has been outstanding. Minimum requirements are a 3.0 cumulative average; a 3.5 in English and Creative Writing courses; the completion of at least two courses in Creative Writing; and approval by the English Department Honors Committee, in consultation with the Creative Writing faculty. Interested students should contact the Director of the Creative Writing Program. (Note the descriptions of Engl 496-497 below.)

Special Programs

As noted in other parts of this bulletin, the English Department participates in Teacher Certification, American Studies, Law and Justice, Women's Studies, Black Studies, Irish Studies, and Graduate Studies (MA in English).

Transfer Credit Policy

Transfer students may count toward the major requirements no more than five English courses taken elsewhere. Sophomore-level courses taken elsewhere do not substitute for advanced-level major courses. Major prerequisites may be waived or modified for transfer students who have completed equivalent or comparable courses elsewhere. Transfer students should contact the Staff Assistant or Advising Coordinator for evaluation of previous work.

Warning: Revised Course Numbers

Many English Department courses have been re-numbered. Students must take care in selecting courses; *credit will not be granted twice for the same course, regardless of changes in number.*

Engl C120 Humanistic Perspectives
Mr Bruss, Mr Savery
How persons grounded in the liberal arts understand the ordinary world—politics, leisure, technology, the future, and everyday life. In the process, the underlying values, beliefs and mental skills which make this understanding possible will reveal themselves.
Core Area: Philosophical and Humanistic Studies.
3 Lect Hrs
3 Credits

Engl C130 Introduction to the Art of Literature
Mr Bowen, Ms Dittmar, Mr Helms, Mr O'Connell
Fiction, poetry, drama, essays—what they are and what they mean. An introduction to ways of seeing and understanding literature—its genres, its forms, its styles, its methods and meanings. We will explore the common ground between literature and the other arts, while keeping in view the crucial differences.
Core Area: The Arts.
3 Lect Hrs
3 Credits

Engl C201 Five Major British Writers
Mr Broderick, Mr Knight, Ms Kutz, Ms McAlpine, Ms Shaner, Mr Smith
Representative works by five of the most important writers from the 14th to the 19th century, studied as introductions to philosophical and humanistic studies, explored as reflecting and shaping the leading ideas, assumptions, and values of their ages. Works by Chaucer, Shakespeare, and other authors such as Milton, Swift, and Austen, with films and background lectures on the philosophical and historical contexts of the works and their authors. Instruction in analytical reading and writing will be provided.
Core Area: Philosophical and Humanistic Studies.
3 Lect Hrs
3 Credits

Engl C202 The Nature of Literature: Poetry
Ms Collins, Mr Smith, Mr Schwartz, Mr Schreiber, Ms Veenendaal, Mr Willey
This course offers an introduction to reading poetry and to the general area of the arts. Through various critical approaches and a philosophical inquiry into the nature of poetry the course traces the affinities of poetry with other forms of literature and with other arts. The class will read poems of various kinds, including dramatic lyrics, sonnets, ballads and satires, drawn from the classical range of English and American poetry, but without attempting to study the history of poetic forms and styles.
Prerequisite: Completion of freshman writing requirement.
Core Area: The Arts.
3 Lect Hrs
3 Credits

Engl C203 The Nature of Literature: Drama
Mr Babcock, Mr Petronella, Mr Slover
An introduction to drama and to the general area of the arts. Plays will be selected for study which exhibit the variety of ways in which dramatic actions explore aspects of common human experience and in which dramatic form shapes meaning. Attention will be paid to the manner in which performance combines literary form with elements of spectacle shared by other arts.
Prerequisite: Completion of freshman writing requirement.
Core Area: The Arts.
3 Lect Hrs
3 Credits

English

Engl C204 The Nature of Literature: Fiction
Ms Dittmar, Mr Lyons, Ms Robinson, Ms Smith
An introduction to various critical approaches to the understanding and appreciation of fiction. Close reading of short stories and novels with special attention to the language and forms of fiction, as well as the writing of critical and interpretive papers. Comparison of fiction both to the visual arts (e.g., point of view, setting, imagery) and to music (e.g., prose rhythm, duration, thematic repetition, and variation). Attention to developing a sense of the milieu in which an artist works.
Prerequisite: Completion of freshman writing requirement.
Core Area: The Arts.
3 Lect Hrs
3 Credits

Engl E205 Origins of the Modern Period
Mr Frederick
Readings in literary achievements of the 19th century that concern major shifts in ideas and images of human personality, of the relation between the individual and society, between the public and the private selves, and between human nature and its new technology. Authors such as Stendhal, Dostoevsky, Hawthorne, George Eliot, Butler, Mill and Thoreau, and poets such as Blake and Tennyson, will be considered. The course will emphasize close critical reading, thoughtful discussion, and careful writing of short papers.
Core Area: Philosophical and Humanistic Studies.
3 Lect Hrs
3 Credits

Engl E 206 Six American Authors
Mr O'Connell, Mr Gittleman, Mr Grove
The achievements of American literature in articulating the American mind will be illustrated by works from some well-known American writers—Thoreau, Dickinson, Faulkner, for example—as well as from those who deserve to be better known, such as Frederick Douglass, Kate Chopin, Zora Neale Hurston.
Core Area: The Arts.
3 Lect Hrs
3 Credits

Engl E207 Masterpieces of Twentieth Century Literature
Mr Bowen, Ms Dittmar, Mr Helms, Mr Tobin
A course, suitable for non-majors as well as majors, sophomores and above, in a variety of major modern literary works, by authors such as Hemingway and Faulkner, Yeats and Joyce, Camus and Beckett, Plath and WC Williams. An introduction to modern experience through its most characteristic literary achievements.
Core Area: The Arts.
3 Lect Hrs
3 Credits

Engl C210 Introduction to Creative Writing
Ms Collins, Mr Schwartz
An introduction to the arts through the medium of writing as well as reading poetry, fiction, and drama. Student writing will be submitted weekly and discussed in class.
Prerequisite: Completion of freshman writing requirement.
Core Area: The Arts.
3 Lect Hrs
3 Credits

Engl E215 Intermediate Composition
Mr Bruss, Ms Horton, Ms McAlpine, Mr Nelson, Ms Roskelly, Ms Smith, Mr Willey
A composition course offering continued practice in expository and argumentative writing. The emphasis will be on the development of rhetorical concepts—definition, exemplification, comparison, etc.—for both analytic and compositional purposes, for both critical reading and the organization and development of papers. Readings will be short, complex passages representative of the kinds of discourse met in college classes and texts.
Core Area: The Arts.
3 Lect Hrs
3 Credits

Engl E220 Introduction to British Literature I
Staff
An introductory survey of English literature in various forms, styles, and periods, from the Middle Ages to the 18th century. Emphasis on major authors such as Chaucer, Shakespeare, Milton, Swift, and Pope. Background lectures on the artistic and cultural context of each period and on the principal modes, such as tragedy, comedy, epic, and satire.
Core Area: The Arts.
3 Lect Hrs
3 Credits

Engl E221 Introduction to British Literature II
Mr Hart, Mr Nelson, Mr Petronella
A survey of the literature of England and Ireland from the earlier 18th century to the 1960s, centering on works in various forms by Pope, Johnson, Goldsmith, Jane Austen, Wordsworth, Tennyson, Dickens, Yeats, Joyce, Shaw, Virginia Woolf, Auden, Pinter. The course considers how literary and historical change reflect each other, how the different arts evolve, and how idea, belief, and form interact. This course may be taken independently of English 220.
Core Area: The Arts.
3 Lect Hrs
3 Credits

Engl C225 Introduction to Shakespeare
Mr Crossley, Mr Petronella, Mr Slover, Mr Smith, Mr Tobin
An introduction to Shakespeare's dramatic art, this course will explore the texts of selected comedies, histories and tragedies together with interpretive performances on stage and in film of the same plays. Thus this core course in the area of the arts focuses on the resources and limitations of distinct artistic media, as well as on the relationship between text and production.
Core Area: The Arts.
3 Lect Hrs
3 Credits

Engl E230 Introduction to American Literature I
Mr Gittleman, Mr Katz, Ms Pugh, Ms Rudnick, Mr Stoehr
Prose and poetry of American writers from the first explorers through the Civil War: the ages of Puritanism, Revolution, and Romanticism. Among the texts, many of which are historical, philosophical, political, and religious in nature, will be works by William Bradford, John Smith, Anne Bradstreet, John Winthrop, Thomas Paine, Benjamin Franklin, Jonathan Edwards, Phillis Wheatley, Indian orators, Hawthorne, Poe, Emerson, Whitman, Melville, and Frederick Douglass.
Core Area: The Arts.
3 Lect Hrs
3 Credits

Engl E231 Introduction to American Literature II
Mr Gittleman, Mr Grove, Mr Katz, Ms Pugh, Ms Rudnick, Mr Stoehr
American life and letters in times of boom and bust after the Civil War—the Great Barbecue, the Brown Decades, the Great War, Depression and after—studied in the fiction of such writers as Twain, James, Hemingway, Fitzgerald, Baldwin, and Bellow; poets such as Dickinson, Frost, Stevens, Lowell, and Plath; and dramatists such as O'Neill and Miller. Light shed through literary art on 19th and 20th century American problems, and on the conflict between American Dream and American reality.
Core Area: The Arts.
3 Lect Hrs
3 Credits

Engl E232 American Folklore
Ms Wachs
An introductory survey of the major genres in American folklore (folktale, legend, ballad/folksong, folk hero/heroine material, culture) and how these genres surface and function as a dynamic cultural force in the world-view and traditions of selective American regional/ethnic/occupational folk groups.
Core Area: The Arts.
3 Lect Hrs
3 Credits

English

Engl E233 Introduction to Folklore
Ms Wachs
An introductory survey of folklore and oral tradition, this course examines the relationship between cultural context and folkloric process. The course has two major components: oral narrative and social folk custom. Oral narrative includes the following genres: proverb and riddle, marchen and folktale, balladry and legend. Social folk custom includes folk medicine, custom, and ritual. Special emphasis will be placed on folk drama. Students will have the opportunity to elect to study one genre in depth or to collect and analyze their own folk tradition and customs.
Core Area: The Arts.
3 Lect Hrs
3 Credits

Engl E235 Black Literature In America
Ms Pugh, Mr Savery,
Ms Washington
A survey of works by Black Americans with attention to the interaction of musical, oral and literary forms in Black expression, slave songs, blues lyrics, sermons, and works by Hughes, Wright, Baraka, and others.
Core Area: The Arts
3 Lect Hrs
3 Credits

Engl 010 English Fundamentals
Ms Smith, Staff
Intensive work for selected students in small classes on fundamentals of grammar, composition, punctuation, and related areas. Continuous practice in writing and revising; regular individual consultation. Intended for students advised to take this course after placement examination. This course is not part of the college writing requirement.
3 Lect Hrs
3 Credits

Engl 101 Freshman English I
Ms Smith and Staff
Small class instruction and practice in grammar, rhetoric, and the articulation of logical thought. Practice in writing for college courses on various kinds of topics, many from experience and observation, chosen to develop the student's confidence and ability. Readings and materials vary from section to section, but all sections require a minimum of eight 600-word papers.
Note: This course satisfies the first half of the College writing requirement.
3 Lect Hrs
3 Credits

Engl 102 Freshman English II
Ms Smith and Staff
Continuation of Engl 101, with emphasis on topics and writing assignments of the kinds encountered in many types of college courses. Readings and materials vary from section to section, but all sections require a minimum of seven papers, including a longer research paper.
Note: This course satisfies the second half of the College writing requirement.
3 Lect Hrs
3 Credits

Engl 106 Oral Communication
Ms Rudnick
The course focuses on improvement of interpersonal, small group, and public communications skills. Through readings, journals, class discussions and activities, we will explore the following: self-concept and perception, listening and responding, language and non-verbal behaviors, interviewing, problem-solving and decision-making, formal elements of speech-making, the evaluation of one's own and others' public messages.
3 Lect Hrs
3 Credits

Engl 200 Practical Criticism
Mr Blair, Mr Broderick,
Mr Hart, Mr O'Grady,
Mr Schreiber, Ms Shaner
Concentrated study of a few literary texts and of fundamental critical approaches to them. Although some attention will be given to theoretical matters, the emphasis primarily is on the reading of fiction, poetry, and drama (works selected from various historical periods), and on providing the student with the specific techniques and vocabulary necessary for talking and writing effectively about literature.
3 Lect Hrs
4 Credits

Engl 211 Introduction to Creative Writing: Poetry
Ms Collins, Mr Schwartz,
Ms Veenendaal
An introduction to the writing of poetry. The course will focus on class discussion of students' work, but will also require students to read poetry as a basis for learning to write it. Individual conferences with the instructor will also be required.
3 Lect Hrs
3 Credits

Engl 212 Introduction to Creative Writing: Fiction
Mr Frederick, Mr Grove,
Mr Richer
An introduction to the writing of fiction. The course will focus on class discussion of students' work, but will also require students to read fiction as a basis for learning to write it. Individual conferences with the instructor will also be required.
3 Lect Hrs
3 Credits

Engl 215E Intermediate Composition (240E)
ESL Staff
A composition course offering further practice in expository and argumentative writing. Emphasis will be on critical reading and the organization and development of papers. Readings will be complex passages that are representative of the kinds of discourse assigned in college classes and texts. Special attention will be paid to the linguistic needs of ESL students.
3 Lect Hrs
3 Credits

Engl 216 Writing as Women
Ms Annas
A sophomore-level writing course designed to work with writing in the context of women's particular relationship to language, Writing as Women is both theoretical and practical. Students will read and discuss feminist analysis of language, will read and study a number of women writers who are models of strong individual female voices, will work at their own style and particular voice, and will practice the skills of research, organization, and editing at a level usual to an intermediate writing course.
3 Lect Hrs
3 Credits

Engl 260 The Literature of Survival
Mr Stoehr
This course attempts to bridge the gap between the imagination and the reality of survival into the 21st century. The course will begin with some classics like *Robinson Crusoe* and *Walden,* and will end with modern visions and nightmares of the future, such as Doris Lessing's *Memoirs of a Survivor.* In between, a number of books, fiction and non-fiction, which deal with the breakdown of traditional values and culture, and the ways and means of surviving, will be discussed.
3 Lect Hrs
3 Credits

Engl 285 Tutor Training: ESL
Ms Shaw, Ms Zamel
This course emphasizes the theoretical and practical issues in the teaching of ESL, thus providing tutors with a framework with which to view their own teaching and observation experiences. Readings and discussions address materials development, instructional techniques, and textbook evaluation. Open only to UMass/Boston ESL tutors.
2 Lect Hrs
2 Credits

English

Each semester the English Department offers four or five advanced courses in writing and twenty-five in language, criticism, and literature. All courses listed are offered at least once every five semesters, and many courses are offered annually. For annual offerings, consult the English Majors Handbook.

Advanced Courses in Writing
(Enrollment by Permission)

Engl 300 Creative Writing
Ms Collins, Mr Richer, Mr Schwartz, Ms Veenendaal
Techniques and forms of fiction, poetry, and drama, conducted chiefly in tutorial conferences. Frequent discussion of student manuscripts. Students enroll in this course according to the instructor's judgment of their readiness for it. Applicants should consult the instructor before enrolling.
3 Lect Hrs
3 Credits

Engl 301 Creative Writing: Poetry
Ms Collins, Mr Schwartz, Ms Veenendaal
Techniques and forms of poetry. Classroom discussion of student manuscripts. Frequent conferences with the instructor. Applicants should consult the instructor before enrolling.
3 Lect Hrs
3 Credits

Engl 302 Creative Writing: Fiction
Mr Frederick, Mr Richer
Techniques and forms of fiction. Classroom discussion of student manuscripts and frequent conferences with the instructor. Applicants should consult the instructor before enrolling.
3 Lect Hrs
3 Credits

Engl 306 Advanced Composition: Theory and Practice
Ms Berthoff, Mr Bruss, Mr Hart, Mr Nelson, Ms Smith
For serious writers in various nonfictional modes, such as description, narration, expository or informative writing, and written argument. While there is some emphasis on the philosophy of composition, everything read and discussed will have a practical as well as a theoretical function. Sections of this course taught by different instructors vary in emphasis from the composing process to techniques of the new journalism, to technical writing, writing for pre-law students, techniques of research for the long paper and report. But all are conducted in small classes or workshops, all are concerned with informative or argumentative writing for advanced students, and all require the permission of the instructor for enrollment.
3 Lect Hrs
3 Credits

Engl 312 Urban Folklore (B)
Ms Wachs
This course will explore the varieties of folkloric expression found in the urban environment. Topics include (1) early approaches and methods for the study of folklore in the urban environment; (2) folk traditions and expressive behavior which have evolved from the urban environment; (3) the influence of urban folklore on the mass media; (4) the occupational traditions of city workers. Emphasis will be given to the study of ethnicity as a manifestation of the urban experience. Students will have the opportunity to collect folklore within their own neighborhoods, ethnic groups, and occupational settings.
3 Lect Hrs
3 Credits

Engl 313 Gay Literature
Mr Helms, Mr Schreiber
The study of selected works of Western gay literature and discussion of themes and issues suggested by these works. Representative authors include Sappho, Plato, Woolf, Barnes, Shakespeare, Genet, Mann, Forster, and many contemporary female and male writers.
3 Lect Hrs
3 Credits

Literary Genres and Modes

Engl 317 Arthurian Literature (D)
Ms Kutz
A study of the evolution of the Arthurian materials (from the 12th century to the present); their origins in history, legend and myth, their emergence in the major 12th century romance cycles, and their adaptations by later ages; the examination of recurring characters and motifs to discover how the Arthurian legend has been adapted to reflect the different aesthetic and social values of different historical periods.
3 Lect Hrs
3 Credits

Engl 318 Medieval Ballad and Lyric (B)
Ms Kutz, Ms Shaner
A study of popular poetry and song in the Middle Ages, beginning with translations of Latin lyrics and student songs, moving through a consideration of Middle English lyrics, and culminating with a study of the traditional ballad.
3 Lect Hrs
3 Credits

Engl 319 English Epic Poetry (B) (Engl 368)
Mr Crossley
A study of the epic and mock-epic tradition in English poetry from the Renaissance through the Romantic period. Consideration of efforts to emulate the classic achievements of Homer and Virgil; consideration of the oral roots of the epic genre; close reading of three or four long poems (works of Spenser, Milton, Dryden, Pope, and Wordsworth may be studied); consideration of the history and theory of the epic genre.
3 Lect Hrs
3 Credits

Engl 320 Autobiography (B)
Mr Gittleman, Mr Hart
A study of the major autobiographical writings in America, from colonial to modern times, by such writers as Jonathan Edwards, Benjamin Franklin, H.D. Thoreau, Henry Adams, Henry James, and others, with consideration of their European forerunners from Augustine to Rousseau, and with attention to contemporary memoirists such as Malcolm X, Maxine Hong Kingston and Lillian Hellman.
3 Lect Hrs
3 Credits

Engl 321 Biography (B)
Mr Stoehr, Mr Hart
A course in the problems and methods of writing biography, together with an analysis of the nature of the genre of biography, illustrated by a number of important historical examples. The course focuses on biographies and historical documents of a few historic figures, such as Joan of Arc, Thomas More, Samuel Johnson, and Mahatma Gandhi. Students will work under supervision on biographical projects of their own devising.
3 Lect Hrs
3 Credits

Engl 322 Rise of the Novel (B)
Mr Crossley, Mr Knight
The emergence of the most popular and influential literary form of the past two centuries. The nature of the novel, its formal characteristics and social concerns, is traced in seven or eight major works by early artists in the novel, such as Defoe, Richardson, Fielding, Austen, and Scott.
3 Lect Hrs
3 Credits

Engl 323 The British Novel and the Nineteenth Century (B)
Mr Hart, Mr Lyons
A study of the important British novelists from Austen to Hardy and Conrad. The relation of their fiction and its several modes ("realism"; "romance") to the poetics of fiction as well as to contemporary reality and the social scene. Other novelists to be emphasized are Dickens, the Brontës, and George Eliot.
3 Lect Hrs
3 Credits

English

Engl 324 Short Story (B)
Mr Schreiber, Ms Veenendaal, Mr Willey
A study of the short story, chiefly as a genre of this century. The course will trace its development from 19th century origins, concentrating its reading on such American and Irish writers as Welty, O'Connor, Cheever, Lavin, Joyce, Hemingway, Montague, and considering as well the statements made by short story writers on the poetics of short fiction.
3 Lect Hrs
3 Credits

Engl 325 Narrative in the Novel and Film (B)
Ms Dittmar
This course will study the forms of narrative art in films and modern novels. Experimental and theoretical aspects of both media will provide a major focus, and some critical reading will be required. Materials will include fiction by James, West, Nabokov, Hawkes, and Barth, and films by Bunuel, Weine, Eisenstein, and Resnais.
3 Lect Hrs
3 Credits

Engl 326 Forms of English Drama I (B)
Mr Petronella, Mr Slover, Mr Tobin
A study of English drama before and during Shakespeare's career emphasizing the development of comedy and tragedy as form and idea, this course provides a setting for the study of Shakespeare. Readings include selected episodes from the mystery cycles, a morality play, and works by such playwrights as Marlowe, Kyd, Tourneur, Webster, Greene, Dekker, Jonson, Beaumont, as well as a comedy and a tragedy of Shakespeare.
3 Lect Hrs
3 Credits

Engl 327 Forms of English Drama II (B)
Mr Babcock, Mr Slover
A study of drama in English since the reopening of the theatres at the Restoration of 1660. The development of comedy of manners from Wycherly and Congreve through Sheridan to Wilde and Shaw, and of tragedy from the early 18th century through the romantic era, through Ibsen and his followers, to the early 20th century.
3 Lect Hrs
3 Credits

Engl 328 Modern Drama (B)
Mr Babcock, Mr Savery, Mr Slover
A study of British and American drama in the first half of the 20th century, including works in translation of influential foreign playwrights. Attention to the literary themes, forms and styles of modern drama, and to aspects of drama in performance. Works by such authors as Ibsen, Chekhov, Shaw, O'Neill, Odets, Beckett, Brecht, Miller and others.
3 Lect Hrs
3 Credits

Engl 330 Short Novel
Mr Blair
Through reading of representative short novels, the course attempts to define the differences among the short story, the novel, and the novella or short novel. Generalizations about the similarities and differences between these genres and poetry and drama are considered. The course will study novels by such writers as Tolstoy, James, Conrad, Porter, Roth, Faulkner, Wright, and Camus.
3 Lect Hrs
3 Credits

Engl 331 Satire (B)
Mr Blair, Mr Knight
Readings from the classical period of satire. Aristophanes, Horace, and others raise issues about the nature, functions, and techniques of satire, its relations to intellectual attitudes, social criticism, and literary forms. Variations on the classical patterns and the role of satire in contemporary culture are seen in a range of later satiric works.
3 Lect Hrs
3 Credits

Engl 332 Comedy (B)
Mr Petronella, Mr Tobin
Comic literature from different cultures and periods, ancient through modern, will illustrate the recurrence of different comic modes: satire, irony, romantic comedy, comedy of manners, and comedy of the absurd. Essays about theories of comedy will aid students in evaluating the literature and forming their own ideas about the nature of comedy.
3 Lect Hrs
3 Credits

Engl 333 Tragedy (B)
Mr Petronella, Mr Tobin
The course will explore both the changing and the enduring aspects of tragedy by examining tragedic works of different ages, from ancient Greece to modern times. Readings may include such works as *Oedipus, Thyestes, Dr. Faustus, Macbeth, The White Devil, King Lear, Samson Agonistes, Desire Under the Elms,* and *Death of a Salesman,* examined in the light of essays about the vision of tragedy, the nature of tragic action, the tragic hero, the tragic times, for example. Students will be encouraged to evaluate theories against one another and against their own experience of the literature, in order to formulate their own ideas about the nature of tragedy.
3 Lect Hrs
3 Credits

Engl 334 Science Fiction (B)
Ms Annas, Mr Crossley
A survey of science fiction beginning with Mary Shelley's *Frankenstein* and H.G. Wells's *The Time Machine.* The course will go on to consider early 20th century science fiction, "golden age" science fiction (the 1950's), New Wave science fiction, and feminist science fiction. Though our focus will be on science fiction in England and America, we will look at some science fiction from France, Poland, the Soviet Union, Germany and Czechoslovakia. And we will consider the connections and the differences between science fiction literature and science fiction film. Specific topics include technology, images of women, utopia and dystopia, aliens and humans, and the image of the scientist.
3 Lect Hrs
3 Credits

Engl 335 Visionary and Prophetic Modes in Literature
Mr Schreiber
Visionary and prophetic experience as reflected in selected writings from such sources as the Bible, Blake, Hesse and primitive poetry. Theoretical works about non-rational perception. Tarot readings and the I-Ching.
Prerequisite: Permission of instructor.
3 Lect Hrs
3 Credits

Language and Literary Theory

Engl 340 Contemporary English (C)
Mr Bowen, Mr Bruss, Ms Mansfield
A look at the structure and the social dynamics at work in the English language today, chiefly in America. Topics: competing grammars, speech in Massachusetts, effects of social stratification on language, regional and social dialect, language and gender, language and ethnicity, and changes in meaning.
3 Lect Hrs
3 Credits

Engl 341 Language and Literature (C)
Ms Berthoff, Mr Divver
An exploration of literary meaning and the character of language as a symbolic form. Special emphasis on the structure of metaphor and consideration of psychological and philosophical aspects of language: basic conceptions of meaning; theories of the origin of speech; problems of intention, expression, and interpretation; background of modern theories of grammar, semantics, and semiotics.
3 Lect Hrs
3 Credits

Engl 342 History of the English Language (C)
Mr Bowen, Mr Bruss, Ms Mansfield
What English is descended from, what it is related to, how it has changed and is still changing. Emphasis on changes in sound and grammar; learning a system for analyzing, classifying and transcribing speech sounds; becoming familiar with classical grammar in order to understand grammatical changes.
3 Lect Hrs
3 Credits

English

Engl 343 Old English Language and Literature (C)
Mr Bruss
The language and literature of England from 449 A.D. to 1150. Reading of works in the original language from the start enables students to acquire enough knowledge of Old English grammar and syntax to translate poetry by the end of the course. Introduction to the major literary forms. Some knowledge of Latin or German and the history of English is helpful.
3 Lect Hrs
3 Credits

Engl 344 Introduction to Stylistics (C)
Mr Bruss, Ms Horton
The application of linguistics and the philosophy of language to literature. An introduction to areas of language study (historical, structural, transformational, and semiotic, for example), and an application of these theories to the study of drama, poetry, and the novel.
3 Lect Hrs
3 Credits

Engl 345 Style in the Novel (C)
Ms Horton
Readings in the theory of style especially as applied to narrative fiction. Study of a variety of novels as applications of stylistic methods and examples of how stylistic analysis can work.
3 Lect Hrs
3 Credits

Engl 346 Poetry and Poetics (C)
Mr Lyons
Reading of several groups of poems, old and recent, in order to learn as much as possible about what poetry is and does. The readings illustrate, successively: 1) the nature of poetry; 2) prosody; 3) verse forms; 4) the language of verse. The course assumes no prior knowledge of poetics.
3 Lect Hrs
3 Credits

Engl 347 Principles and Methods of Literary Criticism (C)
Mr Broderick
The leading principles and methods of Western literary criticism, considered in their historical contexts. The course explores and defines major issues in literary study by close examination of major critical writings from Aristotle to modern times. No prior knowledge of criticism is necessary.
3 Lect Hrs
3 Credits

Engl 350 Language and Computers
Mr Smith
The applications of computers to language style. After introducing the computer and basic information structures, this course explores four major areas in which computers extend the reach of traditional study: word choice and vocabulary, word class and syntax, prosodic and other sound patterns, semantics and pragmatics. The course concludes with current research in natural language understanding, which borrows from traditional approaches while proposing a new paradigm for language study.
3 Lect Hrs
3 Credits

Literature by or about Afro-Americans

Engl 354 The Black Presence in American Literature (F)
Mr Gittleman, Ms Pugh, Mr Savery
Nineteenth and twentieth century literary texts by black and white writers who write with a significant consciousness of Black people in American society.
3 Lect Hrs
3 Credits

Engl 355 Black Poetry (B)
Mr Savery
Critical and historical survey of black poetry from its oral beginnings to the present; minor emphasis on Harlem Renaissance and major emphasis on the contemporary Black Arts movement; relationships between black poetry and black music; black social and political thought.
3 Lect Hrs
3 Credits

Engl 356 The Afro-American Novel in America (B)
Ms Pugh, Mr Savery, Ms Washington
Selected works by black American novelists from the 1850's to the present, with an emphasis on issues of geographical and psychological transition. Novelists studied may include Brown, Delaney, Dunbar, Chestnutt, Petry, Walker, and Ellison.
3 Lect Hrs
3 Credits

Engl 357 Afro-American Women Writers (D)
Ms Pugh, Ms Washington
The course will consider content, form and modes of expression in prose, poetry and criticism by black women writers from the 18th century to the present. Readings will include slave narratives, colonial and abolitionist writings, works from the Harlem Renaissance and by contemporary writers such as Bambara, Sanchez, Walker, and Brooks.
3 Lect Hrs
3 Credits

Modern Literature

Engl 362 Modern British Poetry (D)
Mr Helms, Mr Nelson
British poetry from 1914 to present; poets of the First World War—Sassoon, Jones, Owen, Rosenberg, Flint, Read; poets of the thirties—Auden, Spender, MacNeice; poets writing from 1945 to the present—MacDiarmid, Larkin, Ted Hughes, Jon Silkin, Geoffrey Hill, Michael Hamburger, and others.
3 Lect Hrs
3 Credits

Engl 363 Modern American Poetry (D)
Ms Collins, Mr Helms, Mr Nelson, Mr Schreiber
American poetry from the beginning of the century to the end of World War II, focusing on the major works of Frost, Pound, Eliot, Williams, Stevens. Primary attention to the poems as formal works of art; secondary attention to historical, philosophical, and aesthetic contexts (e.g.: World War I, Einstein's relativity and existentialism, Kandinsky and abstract art). Close analysis of particular poems as successful works in their own right and as exemplars of a particular writer's thematic and stylistic concerns.
3 Lect Hrs
3 Credits

Engl 364 Contemporary American Poetry (D)
Ms Collins, Mr Helms, Mr Schreiber
A comprehensive overview of living American poets, plus intensive readings in selected writers such as Ashbery, Levertov, Ginsberg, Lowell, Wilbur, Ammons, Baraka, Plath, Merwin, Duncan, and Rich. Discussions of individual poets on their own merits and as exemplars of current poetic schools.
3 Lect Hrs
3 Credits

Engl 365 Contemporary Experimental Fiction (D)
Ms Dittmar, Mr Slover
Focusing on the relation between technique and content, this course probes the modes and meanings of experimentation in recent fiction. It uses textual analysis to make the adventure of such literature accessible, and emphasizes both the cultural climate which explains this shared impulse to experiment and the diverse ways individual authors pursue the impulse.
3 Lect Hrs
3 Credits

English

Engl 367 Modern British Fiction (D)
Mr Blair, Mr Nelson, Mr O'Connell, Mr Willey
A survey of the novel in Britain from the end of the Victorian years (with Hardy and Conrad) through the first half of the 20th century, emphasizing Lawrence, Woolf, and Forster, and including as far as time permits later novelists such as Cary, Waugh, Greene, Murdoch and Lessing.
3 Lect Hrs
3 Credits

Engl 368 Modern American Fiction (D)
Mr Blair, Mr Frederick, Mr Grove, Mr O'Connell
A study of significant American fiction from the close of the 19th century to World War II. Attention to aspects of literary modernism, aesthetic self-consciousness and experimentation, and the interaction between evolving fictional forms and changing social patterns. Further emphasis: the impact of World War I and the Depression upon behavior, sensibility and novelistic strategy; growing explicitness; the emergence of other voices from other rooms—ethnic, sexual, regional, racial; the variety and achievement of modern American fiction. Works by Henry James, Stephen Crane, Edith Wharton, F Scott Fitzgerald, Ernest Hemingway, William Faulkner and others.
3 Lect Hrs
3 Credits

Engl 369 Contemporary American Fiction (D)
Ms Collins, Mr Divver, Mr Frederick, Mr O'Connell
A survey of American fiction since 1950. Works by Baldwin, Bellow, Betts, Gaines, Kelley, Mailer, Malamud, Oates, Olsen, Perey, Reed, Updike, Vonnegut, Wright and others.
3 Lect Hrs
3 Credits

Themes and Audiences

Engl 370 American Detective Fiction (B)
Mr Grove
A survey of detective fiction and the crime novel in America. Authors include Poe, Hammett, Chandler, Cain, Spillane, Ross MacDonald and others. Films will be shown.
3 Lect Hrs
3 Credits

Engl 371 The Adolescent in Literature (D)
Mr Grove, Mr Nelson, Ms Veenendaal
Such problems as adolescent culture, the rites of passage into adulthood, and the literary expression of these phenomena. Writers such as Wolfe, Salinger, Capote, Knowles, McCullers, Donleavy, Mishima, Golding, Lessing, Moravia, Mauriac, and Sagan.
3 Lect Hrs
3 Credits

Engl 373 Literature of the Working Class (F)
Ms Annas
This course will study literature which takes the working class as its subject. It will examine questions such as the following: how is the literary work affected by the relationship of the author to the working class? What have been the traditional literary forms for treating working class subjects and what is their effectiveness? What are the consequences of politics or ideology in literary works?
3 Lect Hrs
3 Credits

Engl 374 Literature and Society, 1760-1850 (F)
Mr Broderick, Mr Hart
Interactions of social and economic change and literary culture in the period of revolutions, at home and abroad, in England. Changing class structures and literary publics. Readings in poets such as Burns, Blake, and Browning, novelists such as Godwin, Austen, and the Brontës, and essayists such as Cobbett and Mary Wollstonecraft.
3 Lect Hrs
3 Credits

Engl 375 Children's Literature (D)
Ms Shaner
The study of literature for children, including criticism and the history of the development of literary materials written specifically for children. The works studied—by such authors as Lewis, Grahame, Wilder, and Milne—will be explored in the context of the historical and cultural settings in which they were produced, and the texts will be analyzed both as works of art and as instruments of cultural and didactic impact.
3 Lect Hrs
3 Credits

Engl 376 Literature and the Political Imagination (F)
Ms Dittmar
The course studies ways authors use imaginative literature to respond to political situations and to voice moral and political beliefs. It probes such themes as war and conquest, wealth, race, sex, but its main emphasis is on language and organization and this emphasis requires close analysis of style and structure. Authors may include Dickens, Forster, and Conrad, Dos Passos, Hansberry, Baraka, and Malraux, Brecht, and Silone.
3 Lect Hrs
3 Credits

Engl L377 (Amst L377) Irish-American Literature and Culture
Mr O'Connell
Studies in Irish-American culture during that century between the great famine and the Kennedy Presidency. Emphasis upon the connections between ethnic and literary cultures. Special concern for Irish-American fiction: Farrell, O'Hara, O'Connor. Further readings in ethnic history: Handlin and Shannon; biography and autobiography: Riordan, Dunne, McCarthy; Drama: O'Neill.
Prerequisite: Hist E265, or Hist E266, or Engl E230, or Engl E231.
3 Lect Hrs
3 Credits

Engl 379 Adventure as Art and Experience
Mr Hart
Studies in the history and persistence of the idea of adventure, from the origins of "story" to the current ethics of risk, play, and survival. A form of experience, adventure is studied in fiction and non-fiction alike, from the Odyssey through chivalry. Renaissance and enlightenment exploration, to modern imperialisms and post-modern survivalisms. Authors include Homer, Cervantes, Cebeza De Vaca, Defoe, Poe, Stevenson, Kipling, Graham Greene, Peter Matthiessen, James Dickey, Robyn Davidson, and Freya Stark.
3 Lect Hrs
3 Credits

Major Authors

Engl 381 Chaucer (E)
Ms Mansfield, Ms McAlpine, Ms Shaner
A study of the Canterbury Tales and, time permitting, some of Chaucer's works in the original Middle English. No prior knowledge of Chaucer, the period (the later 14th century), or Middle English is required. Taped readings aid in learning the language. Discussion emphasizes how the works reflect the Medieval Period and how Chaucer draws readers of all periods into intellectual and moral pilgrimages of their own.
3 Lect Hrs
3 Credits

Engl 382 Shakespeare I (E)
Mr Petronella, Mr Slover, Mr Smith, Mr Tobin
Shakespeare's comedies, history plays, and early tragedies largely from the first half of Shakespeare's career. The course emphasizes critical interpretations of individual plays but it attempts as well to review Shakespeare's dramatic art in general, theatre history and conventions, theory of comedy and theory of tragedy, the language of verse drama, and the development of the history play.
3 Lect Hrs
3 Credits

English

Engl 383 Shakespeare II (E)
Mr Petronella, Mr Slover, Mr Smith, Mr Tobin
Shakespeare's problem plays, major tragedies and late romances. The course emphasizes critical interpretations of individual plays, and it assumes that students will have had some experience of Shakespearean plays, such as those in Shakespeare I. But Shakespeare II may be elected without such experience.
3 Lect Hrs
3 Credits

Engl 385 Milton (E)
Mr Divver, Mr Petronella, Mr Smith, Mr Tobin
Reading and discussion of John Milton's English poetry and some of his prose: early lyrics; the tragedy *Samson Agonistes;* the epics *Paradise Lost* and *Paradise Regained.* Attention to modern debates about structure and style and to the relation between Milton's politics and his poetry.
3 Lect Hrs
3 Credits

Engl 388 Blake (E)
Mr Schreiber, Mr Divver
A study of the poetry of William Blake. A close reading and discussion of *Songs of Innocence and Experience;* the later lyrics; the shorter prophecies; and one of the major prophetic poems, either *Milton* or *Jerusalem.*
3 Lect Hrs
3 Credits

Engl 390 Henry James (E)
Ms Collins, Mr Lyons, Mr O'Connell
A study of James' major writings, with special attention given to his aesthetic and cultural development.
3 Lect Hrs
3 Credits

Engl 391 Joyce (E)
Mr Divver
A study of the cyclical nature of the works of James Joyce: *Dubliners, Portrait of the Artist as a Young Man, Ulysses,* and parts of *Finnegan's Wake.* Emphasis, however, will be on the close critical reading of *Ulysses.*
3 Lect Hrs
3 Credits

Engl 392 Yeats (E)
Mr O'Grady
Yeats' development as a poet, from his early pre-Raphaelite poetry through his late-modern poems, within the framework of Irish history and literature.
3 Lect Hrs
3 Credits

Engl 393 Dickens (E)
Ms Horton, Mr Conlon
A study of Charles Dickens' novels and the wonderful fictive world he created; his life and times; the tradition he shared in and changed. Emphasis on five novels, such as *The Old Curiosity Shop, Oliver Twist, Martin Chuzzlewit, Dombey and Son,* and *Our Mutual Friend.*
3 Lect Hrs
3 Credits

Engl 394 Twain (E)
Ms Rudnick
A study of the major works of Mark Twain—fictional and non-fictional—within the contexts of his life, the literary and folk traditions of his art, the political, social and cultural ferment of his times.
3 Lect Hrs
3 Credits

Engl 395 Faulkner (E)
Mr Frederick, Mr Tribble
An intensive reading of seven of the novels set in Faulkner's mythical Yoknapatawpha County, considering each work as a novel in its own right but also as a part of what Malcolm Cowley has called "the whole interconnected pattern" of Faulkner's Yoknapatawpha fiction.
3 Lect Hrs
3 Credits

Engl 399 Comparative Readings In Two Novelists (E)
Staff
Comparative study of the fiction of major English and American novelists whose works have social and thematic affinities or present interesting problems of contrast. Novelists—such as Fitzgerald and Hemingway, Hardy and Lawrence, Austen and Eliot, Hawthorne and Melville, Bellow and McCarthy—will vary from year to year. Normally offered every second year.
3 Lect Hrs
3 Credits

Engl 400 Comparative Readings In Two Novelists (E)
Staff
See Engl 399

Literature In Historical Context

Engl 401 The Medieval Period (F)
Ms Kutz, Ms Mansfield, Ms McAlpine, Ms Shaner
Lyrics, romances, mystery plays, allegories of English literature in the period before the 16th century. Old and Middle English writers, including Chaucer, Langland, and the Pearl Poet; stories of King Arthur and his knights.
3 Lect Hrs
3 Credits

Engl 402 The Renaissance in England (F)
Mr Petronella, Mr Slover, Mr Smith, Mr Tobin
Major work of the English Renaissance (early 16th through early 17th centuries), in poetry and prose. Authors such as Thomas More, Christopher Marlowe, Edmund Spenser, Shakespeare, Ben Jonson, John Donne, and Milton. Reading in Renaissance criticism.
3 Lect Hrs
3 Credits

Engl 403 The Neo-Classical Period (F)
Mr Blair, Mr Crossley, Mr Knight
The art and ideas, in poetry and prose, of such writers as John Dryden, Jonathan Swift, Alexander Pope, the early novelists Defoe and Fielding, Samuel Johnson, and Edmund Burke. A study of the chief social and philosophical currents of the period 1660 (the Restoration) to the later 18th century.
3 Lect Hrs
3 Credits

Engl 405 The Romantic Period (F)
Mr Broderick, Mr Hart, Mr Smith
Literary, social, and cultural change in Britain during the revolutionary age (1780's to 1830's), seen in the major poetry of Blake, Wordsworth, Byron, Keats, and others; the critical writings of Coleridge, Hazlitt, and others; and the fiction of Austen and Scott. An attempt to interpret the historical nature and importance of "romanticism."
3 Lect Hrs
3 Credits

Engl 406 Victorian Age (F)
Mr Broderick, Mr Hart, Ms Horton, Mr Lyons
A study of the temper of the Victorian Period (1830's to 1890's) as revealed in its arts and artists, writings and writers: Tennyson, Carlyle, Dickens, J S Mill, and others. Attention to the changes in mind during the period, the questions that parallel our own: To produce or conserve? To believe or doubt? Where to live? Whether to embrace "progress" or to look backwards? Whether to hold to utility or "feeling"?
3 Lect Hrs
3 Credits

Engl 407 Colonial American Literature (F)
Mr Gittleman
Study of the important literary texts of the 17th and 18th centuries crucial for an understanding of later American culture and literature. Works in poetry and prose, fiction and non-fiction by authors such as Bradstreet, Taylor, Edwards, Franklin, Wheatley, Equaiano Oloudah, Crevecoeur, Jefferson, Freneau, and Charles Brockden Brown.
3 Lect Hrs
3 Credits

Engl 408 American Romanticism (F)
Mr Gittleman, Mr Katz, Ms Pugh, Ms Rudnick, Mr Stoehr, Mr Tribble
Major texts of American literature from the 1820's and 1830's to the Civil War. The growing importance of ideal and symbol; emphasis on the romantic imagination in Poe, Emerson, Thoreau, Hawthorne, and Melville, with readings in the Cambridge School and the minor transcendentalists.
3 Lect Hrs
3 Credits

English

Engl 409 Rise of American Realism (F)
Mr Gittleman, Mr Katz, Ms Pugh
Ms Rudnick, Mr Stoehr, Mr Tribble
The development of realism in the fiction of Twain, James, and Howells, and its evolution into the naturalism of Norris, Crane, and Dreiser, in the period 1865-1900.
3 Lect Hrs
3 Credits

Engl 410 The Modern Period (F)
Ms Annas, Ms Dittmar, Mr Divver, Mr Nelson
A study of the phenomenon of "modernism" in, roughly, the first half of the 20th century in Britain and America. Reading and discussion of such writers as Yeats, Joyce, Lawrence, Woolf, Eliot, Hemingway, Pound, and Faulkner.
3 Lect Hrs
3 Credits

Engl 412 Women and Men in 19th Century Literature
A study of men and women and their relationships in 19th century literature, mainly British, with special emphasis on the issues of masculine and feminine sexual identity and sexual stereotypes, and the social position of men and women as these are treated in popular culture and in serious literary works.
3 Lect Hrs
3 Credits

Engl 414 Early Celtic Literature in Translation (F)
Mr Bowen
The matter of this course is the mythological and heroic narrative literature of medieval Ireland and Wales; particular attention is given to the cultural context out of which it comes and within which it must be interpreted. Although this literature was written, or written down, by men whose religion and much of whose culture derived from Rome, most of it was not essentially either Latin or Christian in spirit. It was shaped and driven by the continuing force of the Celtic tradition—pagan, archaic, and stubbornly vital. Works will include the Irish epic *Tain Bo Cuailnge* and *The Mabinogion* (Welsh).
3 Lect Hrs
3 Credits

Engl 415 Irish Literature (F)
Mr O'Grady
A close study of Yeats, Synge, O'Casey, Joyce and other writers of the modern Irish renaissance. The backgrounds of Irish history and literature relative to the above writers will also be studied.
3 Lect Hrs
3 Credits

Engl 417 Regional Literature: The American South (F)
Mr Blair
Selected readings in the literary renaissance of the modern American South from 1920 to the present, including such writers as Faulkner, Warren, Ransom, Tate, Welty, Porter, Styron, and O'Connor. Study of the fiction, poetry and criticism, with emphasis on the fiction.
3 Lect Hrs
3 Credits

Engl 418 Jewish-American Literature (F)
Staff
An exploration of literature growing out of the massive immigration of east European Jews to the United Sates in the late 19th and early 20th centuries; reading of fiction, memoirs, journalism, other materials; consideration of the east European communities from which the immigrants came, and of parallels in some contemporary Jewish writers to themes of the immigrant generation.
3 Lect Hrs
3 Credits

Engl 419 Recent Irish Writing (F)
Mr O'Connell
A study of Irish literature after the age of Yeats and Joyce, the course examines invention, adaptation, and development, in the major genres, of Irish writing during decades of economic depression, cultural isolation, war, and renewed sectional and international tensions. Emphasis is placed upon the re-emergence of Irish writings, particularly in the achievements of the Ulster poets, in our own day. "If you would know Ireland," advised Yeats, "body and soul—you must read its poems and stories."
3 Lect Hrs
3 Credits

Engl 420 Literature of Scotland
Staff
The course introduces Scotland's literature since the 18th century in historical, social, and intellectual contexts. It focuses on nationalistic revival in a small nation which, having lost political independence, restores its identity in culture. Poets and story-tellers include Burns, Scott, Stevenson, Barrie, Hugh McDiarmid, Neil Gunn, Edwin Muir, and Muriel Spark.
3 Lect Hrs
3 Credits

Engl 451 Advanced Studies in Poetry
Staff
Studies in various trends and periods of poetry for advanced students; intensive studies in one or two major poets. Topics vary from year to year.
3 Lect Hrs
3 Credits

Engl 452 Contemporary Women Poets
Ms Annas, Ms Collins,
Ms Veenendaal
A study of the concerns, perspectives, and poetics of 20th century women poets. Readings are selected from a wide range of poets, including Brooks, Levertov, Plath, and Rich.
3 Lect Hrs
3 Credits

Engl 453 Advanced Studies in Language and Literary Theory
Mr Bruss, Mr Divver, Ms Horton
This course offers students interested in language or literary theory an opportunity to do advanced work in subjects which will vary from semester to semester. Possible subjects include: theories of discourse, varieties of present day English, the linguistic structures of poetry, and advanced stylistics.
3 Lect Hrs
3 Credits

Engl 461 Creative Writing Workshop
Ms Collins, Mr Richer, Mr Schwartz
An advanced course in creative writing, for students who have had some experience in the writing of fiction, poetry, or drama, or who have taken an introductory course.
Prerequisite: Engl 210 or permission of instructor.
3 Lect Hrs
3 Credits

Engl 475 Seminar for Tutors
Ms Meyer, Ms Smith
Readings, writings and discussion on the theoretical and practical issues one encounters in working as a composition tutor. A nucleus of presentations, lectures, workshops and readings covering the transactional and substantive aspects of teaching writing, particularly remediation, from a peer position. All elements of the course combine to provide an intellectual framework for reflection, articulation, and synthesis of what is learned in the work experience of the tutor.
Prerequisite: Completion of English requirement and permission of instructors (based on writing samples, faculty recommendations and interviews).
3 Lect Hrs
3 Credits

Engl 476 Technical Writing Internship
Mr Bruss
A seminar for students assigned to internships for the completion of their work in the Program in Technical Writing (Computer Science). It will deal with issues interns face as they adapt writing and computer training to actual technical writing assignments. Speakers from the faculty and from the technical writing profession will attend. There will be assigned readings and regular reports on progress in the internship. The seminar will meet for two hours every other week, and the internship placement will require at least ten hours per week in a technical writing concern. Three hours of credit (pass-fail) will be awarded for the combination seminar and placement.
Hrs by arrangement
3 Credits

English

Engl 478, 479 Independent Study I, II
Staff
A course of study designed by the student in conjunction with a supervising instructor in a specialized subject, one ordinarily not available in the standard course offerings. Open to a limited number of students in any one semester. Preference may be given to senior English majors with a cumulative average of 3.0 or above. A written prospectus must be submitted. Register with Director of the major.
Prerequisite: Permission of instructor and Department Chairperson.
Hrs by arrangement
3 Credits

Engl 480 English Internship
Through this course students who have made arrangements for suitable internships involving a substantial amount of writing may receive academic credit for their work. At intervals of approximately two weeks, each student will be expected to meet with the Internship Director to submit copies of written materials he or she has produced as part of the job requirements. This written work should be accompanied by a breakdown of the steps involved in each assignment and the time spent on each task, an explanation of the extent of the intern's contribution to each piece of writing submitted, and (when appropriate) a brief analysis of what he or she has learned in the process of working on the assignment. For application forms and full information about requirements, see the Director of Internships. All applications for internship credit must be approved by the Director before the end of the first week of classes. Since the course fills quickly, STUDENTS ARE ENCOURAGED TO APPLY DURING ADVANCED REGISTRATION in order to be assured that they may receive credit for their internships. THIS COURSE DOES *NOT* COUNT TOWARD THE ENGLISH MAJOR REQUIREMENTS.

Engl 481, 482 Selected Topics in English and American Literature I, II
Staff
Various courses in literature and related fields are offered experimentally, once or twice, under this heading. Topics are announced each semester during pre-registration. Recent topics included science fiction, Arthurian literature, Albee and Miller, the Harlem Renaissance, and children's literature.
3 Lect Hrs
3 Credits

Engl 496 Creative Writing Honors I
Ms Collins and Staff
A creative writing workshop for student writers of poetry, fiction, or drama who have been accepted into the Honors Program in English and Creative Writing. A one-semester course (in the fall), to be followed by one semester of independent work with an advisor.
Prerequisite: acceptance into the Honors Program.
3 Lect Hrs
3 Credits

Engl 497 Creative Writing Honors II
Staff
Independent study in creative writing for student writers of poetry, fiction, or drama who have been accepted into the Honors Program in English and Creative Writing and who have completed English 496 with a grade of B or better.
3 Lect Hrs
3 Credits

Engl 498 Honors Seminar
Staff
A course open to and required of all students doing honors work in English. The course consists of an introduction to research methods, a survey of critical methods (with the end of helping the honors student choose an approach for the writing of the thesis), and the reading of all primary and some secondary materials preparatory to writing the thesis. Applicants should consult the Director of the major.
3 Lect Hrs
3 Credits

Engl 499 Honors Work
Staff
A continuation of Engl 498, in which the honors student works individually with a faculty advisor on the writing of the honors thesis. The student receives a grade for each semester of work but honors in English will be awarded only to those students who have written a thesis of high distinction (as judged by the Honors Committee). Students should register through the Director of the major.
3 Lect Hrs
3 Credits

English

Graduate Seminars

Graduate Seminars in English are open to regularly enrolled MA candidates; others may take these seminars by special arrangement with the Director of Graduate Studies in English. All English graduate seminars award 4 credits and meet weekly for 3 hours (in group) and additional tutorial hours by arrangement. Seven or eight seminars drawn from the following list are scheduled each semester.

Engl 600 Studies in Criticism
Staff
Study of the nature and function of literature, the terms and methods of analysis and evaluation of literature, and the various approaches possible in the criticism of literature.
4 Credits

Engl 601 Studies in Poetry
Staff
This course will approach poetry from a number of angles, including—and emphasizing—the writing of it. Experienced poets are encouraged to enroll, but *students need not have written poetry before:* the point of the course will be to learn more about how poetry "works" by experimenting with the techniques used by poets we read and discuss in class. To this end, a large portion of the course will focus on matters of form; there will also be units on diction, image/metaphor/symbol, narrative poetry, "political" poetry, and other topics. Historical discussion of some of these subjects will occur from time to time. While all students will be required to write some poetry for the course, no one will be penalized for an inherent lack of poetic talent. Some assignments will offer a choice between a poetic and a critical response to a topic, and the final project for the course may be either a long critical paper or a substantial collection of poems written and revised during the semester.
4 Credits

Engl 602 Studies in the Novel
Staff
Studies in the nature of prose fiction and its major kinds; special topics in the history and sociology of narrative fiction, such as the working class novel, the short story, the prose romance, the historical novel; and studies of representative British and American types in international contexts.
4 Credits

Engl 603 Studies in Drama
Staff
A study in English and American drama from an awareness of its European contexts. Plays discussed will come from the major periods of western drama and will provide examples of the major kinds of drama. A course for those who want a broad view of the sweep of Western drama, offering a study of the art of drama as it has evolved from classical Greece. Representative plays are drawn from various periods (Medieval, Renaissance, Augustan, Romantic, and Modern) and from the major modes (tragedy, comedy, farce, realism, expressionism, and the absurdist and social theatre). Selected critical works are also considered.
4 Credits

Engl 604 Studies in Satire
Staff
An exploration of individual works of satire and critical theories about the mode: pre-modern and modern selections from Swift, Pope, Shaw, Waugh, F O'Connor, N West, Eliot and others.
4 Credits

Engl 610 The Teaching of Composition
Staff
The attempt will be to define the role of composition in the English curriculum in both college and secondary schools; to develop a philosophy of language as a foundation for a method of composing; to study psychological and linguistic aspects of the composing process.
4 Credits

Engl 611 The Teaching of Literature
Staff
A seminar and workshop in theories and strategies of the teaching of literature in school and college. The class observes and analyzes sample presentations involving different literary kinds, and evaluates them in the context of the aims of liberal education. The course serves teachers, prospective teachers, and non-teachers who seek an introduction to literature from pedagogical points of view.
4 Credits

Engl 613 The Teaching of Poetry
Staff
Designed for graduate students who want an advanced introductory course, or a refresher course, in the reading and comprehension of poetry, perhaps with the object of teaching it to younger minds. Emphasis on practical criticism, or close reading, but various perspectives and critical approaches are included, along with teaching aids and pedagogical exercises. Concentration on poets of the 19th and 20th centuries.
4 Credits

Engl 614 The Teaching of Fantasy and Science Fiction
Staff
The seminar examines major works of unrealistic fiction, and some important critical and theoretical approaches to it, as a way of raising and defining questions about teaching literature. The course is intended for those who wish to explore the reading of such fiction and for those engaged in high school teaching and interested in developing appropriate curricula and pedagogies.
4 Credits

Engl 616 Practical Writing
Ms Smith
This seminar invites all serious writers of varying backgrounds to practice writing expository prose on general topics of their choice. Theoretical analysis of the forms of discourse, of language, and of composing processes provides the framework for each individual's development. The seminar addresses such topics as generating and forming ideas, organizing and clarifying the logical relations among parts, balancing assertion and evidence, choosing and changing style and tone, and practicing revision and editing. Members write constantly in and out of class, read their compositions aloud in class and receive writen and oral responses, and meet often for individual and small group conferences with the instructor.
4 Credits

Engl 617 Writing about Literature
Ms Horton
This is a course in the writing of literary criticism. Students will read one major work of fiction and one small body of poems (perhaps Shakespeare's sonnets) in this course, and become familiar with as much of the major criticism written on these works as possible. They will read historical critics, generic critics, psychoanalytic critics, structuralists, feminists, and the like. They will write 8 papers (4 drafts and 4 revisions) in which they attempt to produce the kinds of literary criticism these various modes of criticism make possible.
4 Credits

English

Engl 618 Life Writing
Mr Hart, Mr Gittleman
This is a course for readers and writers of biographical forms, including autobiography. Course offerings may differ in emphasis from time to time. The course will sometimes focus on major works of autobiography, such as Franklin, Rousseau, Adams, Wright, Hellman, and Kingston. At other times the focus will be on major biographies in English, from More and Roper, through Walton and Boswell, to moderns such as Strachey, Woodham Smith, Edel, and Ellman. Other offerings wil focus on a few historic personalities such as Socrates, Joan, Johnson, and Gandhi, through comparative analysis of biographical materials. Substantial practice in life writing.
4 Credits

Engl 619 Writing for the Public
Staff
This course differs from traditional technical writing courses in that it does not stress industrial engineering writing tasks but provides students with resources to describe and evaluate writing in non-academic settings. Aside from providing practical experience in writing in the workplace, the course introduces students to ethnographic approaches to composition research. Students will visit organizations where people write for the public to conduct inquiries that will help them answer such questions as: what kinds of literacy demands are made on workers in particular settings? How is writing used and valued? How do workers perceive themselves as learners and writers? What kinds of writing technologies do writers use? Students will prepare working papers describing their findings and procedures, rewriting actual documents, and reflecting on underlying theories.
4 Credits

Engl 620 History of the English Langauge
Staff
Description and analysis of modern English from a linguistic perspective; attention to the relationship of linguistic analysis to literature. A survey of Old English, Middle English, early Modern and 18th century English, with its stress on traditional grammar.
4 Credits

Engl 621 Introduction to Linguistics
Staff
The course will raise the question of the relationship between language and thought, and will survey the application of linguistics to the study of literature, the analysis and teaching of syntax and grammar, and the fields of psychology, sociology, and biology.
4 Credits

Engl 622 Stylistics
Staff
A study of the connection between linguistics and literature. An effort in turning linguistic information into strategies useful for interpreting novels, for describing how novels and poems get put together, for helping us learn how meaning gets made in a literary text, for talking about how a reader's responses to a text get generated out of the particular stylistic/linguistic choices a writer makes.
4 Credits

Engl 623 The Nature of Narrative
Staff
This course explores a variety of ways in which modern and contemporary fiction, both English and European, departs from traditional narrative forms. While a comparative study of experimentation will be our main concern, we may address philosophical, political, and psychological issues as they affect narrative form in the twentieth century.
4 Credits

Engl 630 Chaucer
Staff
A study of Chaucer's major works in Middle English. Special attention to such considerations as Chaucer's poetic development, his relations to his sources, medieval literary theory, and the social, political and religious backgrounds.
4 Credits

Engl 631 Medieval to Renaissance Literature
Staff
A course in the transition from Medieval to Renaissance literature. A study of the transition in prose from homiletic writings and the romances through Elyot, Ascham, and Lyly; in lyric and narrative verse from Chaucer and the Scottish Chaucerians through Sidney; and in drama from the morality and mystery plays through *Hamlet.*
4 Credits

Engl 632 Early English Drama
Staff
A study of the development of form—particularly the forms of comedy and tragedy—in the drama of Shakespeare's predecessors and contemporaries. Readings of selected mystery and morality plays and of works by such playwrights as Marlowe, Kyd, Marston, Tourneur, Webster, Greene, Dekker, Johnson, Beaumont and Fletcher. One play of each kind by Shakespeare.
4 Credits

Engl 633 Shakespeare
Staff
Consideration of Shakespeare's dramatic art as an art of coaching an audience (and readers) in how to respond to and understand his make-believes. Multiple plotting, recurring situation, contrasts and parallels in character and character relations (especially the use of theatricalizing characters who stage plays within the play), patterns of figurative language, repetition of visual effects—these and other such "structures" will be considered as means whereby Shakespeare coaxes and coaches the perception of his audience, shapes the participation of mind and feeling, and, especially, prepares audiences for comic or tragic outcomes.
4 Credits

Engl 634 Elizabethan and Jacobean Poetry
Staff
Poetry of the English Renaissance from Wyatt to the early Milton, and including such poets as Sidney, Spenser, Shakespeare, Donne, Jonson, Herbert, and Marvell. The course studies not just the development of poetry in the 16th and 17th centuries, but also the way that poetry has informed our modern view of poetry and its past.
4 Credits

Engl 635 Metaphysical Poetry
Staff
A survey of major English poets called "metaphysical" in their historical context: Donne, Herbert, Vaughan, Crashaw, Marvell.
4 Credits

Engl 637 Milton
Staff
A study of the poetry and major prose with particular attention to *Paradise Lost;* Milton's style, his relations to traditional literary forms, his thematic concerns; an examination of Milton criticism.
4 Credits

Engl 639 Eighteenth Century Studies
Staff
Study of the Enlightenment in Britain, with emphasis on the major Augustan satirists—Dryden, Swift, and Pope; and on prose writers such as Defoe and Fielding, and critics such as Addison and Johnson.
4 Credits

Engl 640 The Rise of the Novel
Staff
A literary and historical study of early experiments in the shaping of the new genre of the novel. Samples, ranging from the late seventeenth century to the early nineteenth, include a variety of experimental forms. Novelists include Defoe, Fielding, Richardson, Sterne, Smollett, Austen, Scott, and the "Gothics."
4 Credits

English

Engl 641 Studies in Romanticism
Staff
A search for the meaning and importance of British romanticism in poetry, fiction, and thought, with reference to the three modes: gothic (Blake and Godwin), romantic (Byron and Scott), pastoral (Wordsworth and Austen).
4 Credits

Engl 642 Victorian Literature
Staff
Studies in the careers and works of a few major authors such as Carlyle, Tennyson, Dickens, George Eliot, Ruskin, and Wilde, with brief excursions into the works of others. Major themes include the relations of art and society and the problems of faith and doubt, science and imagination.
4 Credits

Engl 643 Arnold and Eliot
Staff
The study of two important men of letters who reflected and criticized the main artistic and intellectual currents of their time. Readings from their poetry, literary criticism, and social commentary as well as selected writings contemporary with each author.
4 Credits

Engl 644 Studies in Modern British Literature
Staff
The focus of the course will be on the way changes in English society consequent to the First World War are reflected in British novels after the war. We will read E M Forster's *Howard's End* as a representative novel of pre-war British society, some general works on the social and intellectual impact of the war and several novels written between 1916 and 1930. The interests of the course are twofold: the effects the war had on the ways writers looked at their world, and the ways social assumptions and attitudes get reflected in fiction.
4 Credits

Engl 645 Modern Poetry
Staff
A study of the major figures and currents in modern British and American poetry.
4 Credits

Engl 646 Literature and Society
Staff
A study of literature with special reference to its social and historical circumstances and of the theoretical questions raised by such perspective.
4 Credits

Engl 647 Irish Literary Revivals
Staff
A study of Irish literature from 1890 to the present. The writings of the "Irish Renaissance" in part inspired the Rising of 1916, then responded to its effects. Recent Irish writings bear similar relations to the renewed "Troubles" in Northern Ireland. Thus the course will examine the relationships between literature and politics in the times of Yeats and Heaney. Other writers discussed: A Gregory, J M Synge, S O'Casey, J Joyce, F O'Connor, S O'Faolain, P Kavanagh, R Murphy, T Kinsella, J Montague, S Deane, D Mahon, B Friel, B Moore, J McGahern, B Kiely, E O'Brien.
4 Credits

Engl 648 Modernism in Literature
Staff
This is a course not in modern literature but in *modernist* literature—not Frost and Fitzgerald, but Joyce, Pound, Eliot, Stein, Woolfe, Hemingway, Faulkner, Williams, and Stevens—writers who are to literature what Picasso, Stravinsky, and Corbusier are to painting, music and architecture. We discuss some modernist art and architecture (cubism, Fauvism, the Bauhaus) by way of defining the characteristics of the modernist sensibility—its intense subjectivity, its love of the perverse, its rejection of traditional aesthetic order, its sense of radical rupture with the traditional past and of a relationship between writer and reader involving effort and conflict. "On or about December 1910" wrote Virginia Woolfe, "human nature changed". That's where we begin—with the death of the old world and the birth of our own.
4 Credits

Engl 650 Image of America
Staff
An examination of the way in which America has responded to the concept of the new world and the image of self and nation that has evolved.
4 Credits

Engl 651 Colonial American Literature
Staff
This seminar will closely examine texts composed by seven colonial Americans. These are women and men who—through their writings—tried to understand their contemporaries and themselves during two periods of rapid cultural change: 17th Century Puritanism and 18th Century Revolutionaryism. Anne Bradstreet, a first-generation Puritan, who used poetry as a way of establishing and preserving her sense of herself as a woman and as an individual. Mary Rowlandson, whose account of her life as a captive of Indians reveals a fascination with people she despised. Sarah Kemble Knight, whose difficult journey from Boston to New York in 1704 became the occasion for a witty but realistic commentary on contemporary manners and morals. Phillis Wheatley, a black slave in Boston, who liberated herself through the poems she wrote. Benjamin Franklin, whose "Speech of Polly Baker" and "The Way to Wealth" will be read for the fun of it, partly. Thomas Jefferson, who placed his draft of the Declaration of Independence in the context of his *Autobiography*. Hector St. John de Crevecoeur, whose literary experiments juxtapose ideals and realities, fictions and facts, in ways that force us to scrutinize our own twentieth-century values.
4 Credits

Engl 652 American Romanticism
Staff
A study of critical conceptions of American romanticism. Readings will include examples of critical writing and fiction by Brown, Irving, Cooper, Poe, Simms, Hawthorne and Melville, and poetry by Bryant, Poe, Longfellow, Lowell, Emerson and Whitman.
4 Credits

Engl 653 Major American Novelists
Staff
A study of the relationship between the fiction of Hawthorne and James, focusing on James's criticism of Hawthorne.
4 Credits

Engl 654 Faulkner
Staff
A reading of all major fiction centered in Yoknapatawpha County, with an intensive study of selected texts.
4 Credits

Engl 655 Modern American Poetry
Staff
A study of most of the acknowledged major modern American poets and some fine poets writing today: William Carlos Williams, Robert Frost, Wallace Stevens, Langston Hughes, and possibly Ezra Pound, and some poets from among the following: H D (Hilda Doolittle), Marianne Moore, Adrienne Rich, Judy Grahn, Gwendolyn Brooks, Gary Snyder, Allen Ginsberg.
4 Credits

Engl 656 Contemporary American Fiction
Staff
A study of the scope (times and types) and strains (types and tensions) in the post WWII, post-Modern American novel, with special attention to the persistence of realism, the insistent presence of surrealism, and the occasional combination of the two.
4 Credits

Engl 657 The Black Presence
Staff
Study of selected literary texts of the last two hundred years by major and minor authors who wrote with a special consciousness of the significance of black people in American society.
4 Credits

English

Engl 658 Regional Literature
Staff
Regional consciousness in representative works of modern American writers of the South and New England; the roles that the sense of history, the sense of place, and the response to the natural world play in the work of Southern and New England writers.
4 Credits

Engl 659 Women in Literature
Staff
Through reading fiction by American authors from the 18th to the 20th centuries, we will attempt to identify the characteristics of female characters and to understand the historical, ideological and aesthetic reasons for both the persistence and the modification of the underlying images. The influence of gender, ethnicity, geographical setting, and major literary movements such as romanticism and realism will be examined. Short stories by such authors as Washington Irving, Nathaniel Hawthorne, Herman Melville, Henry James, Sarah Orne Jewett, Alice Cary, Harriet Beecher Stowe, and Alice Walker will be studied first to establish the range and variety of images. Following these, we study novels by such authors as Rowson, Hawthorne, Stowe, James, Wharton, Cather, Roth, Hurston, and Morrison. Some basic acquaintance with American literature is assumed.
4 Credits

Engl 661 Studies in American Literature: New York, New York
Staff
The city of New York, as viewed by American authors both past and present, will be the focus of this course. Close attention will be paid to the rich manner of portrayal of this most potent American city, as well as to the role of New York as a destiny shaper in the lives of characters in both fiction and poetry. All areas of the city will be treated, from Brooklyn to the Upper East Side. Authors include Whitman, Stephen Crane, James, Hart Crane, and several contemporary novelists.

Engl 670 Philosophy and the Composing Process
Staff
Current rhetorical theory emphasizing the process of composing has developed several models which are nevertheless linear (pre-writing, writing, re-writing is the most popular). But writers and teachers of writing need ways of apprehending the all-at-onceness of composition. This seminar offers opportunities to develop philosophical perspectives on perception and forming; language and the making of meaning; interpretation in reading and teaching. We will explore the pedagogical and practical implications of a broad range of theories of language and knowing by means of experimental writing and by the study of essays, letters, talks, etc., by scientists, artists, and philosophers. Students choosing to concentrate in composition for the English MA are required to take this course at or near the start of their program.
4 Credits

Engl 671 The History of Children's Literature
Staff
This course provides an overview of the field of children's literature and its development. The subject matter will be approached with both critical and scholarly attitudes, and works will be examined in historical and cultural contexts. Topics and texts include: myth, folk, and fairy tale; children's books from the Middle Ages and Renaissance, through materials of colonial America, the 19th Century moralists and fantasists, to modern classics, with consideration as well of critical theories and questions of pedagogy.
4 Credits

Engl 691 New Approaches to Medieval Literature
Staff
A study of revolutionary modern critical thought on medieval literature, such as the *Beowulf,* Chaucer's *Troilus,* and medieval drama. The course examines medieval literary and critical theory, the "historical" approach of the 19th century critics, and the seminal essays and books of 20th century scholars.
4 Credits

Engl 692 Problems in Modern Criticism
Staff
An introduction to some important modern critics: TS Eliot, IA Richards, Northrop Frye, Harold Bloom, Freud, DH Lawrence, Kenneth Burke, George Lukacs, Walter Benjamin, Sartre, Raymond Williams, and perhaps Blanchard, Blanchot or Derrida. The emphasis will be on some problems these critics face: defining their function, choosing a method, adopting an epistemology, setting formal aims. We will consider how the three "schools" these critics represent (the Aesthetic, the Synthetic, and the Radical) offer varying solutions to these problems.
4 Credits

Engl 697 Special Topics
Staff
Experimental new graduate seminars on special subjects may be offered from time to time under this heading. Topics are announced annually. Recent offerings (now under development as regular new courses) include: writing and the media; studies in modern American literature; 20th century Black writers; folklore and American literature; History of children's literature.
4 Credits

English as a Second Language Center

Faculty

Vivian Zamel, Director
Priscilla Sawa, Lecturer

The English as a Second Language Center

The ESL Center offers intensive coursework in English for students whose native language is not English. These courses focus on listening/speaking, reading, grammar and writing and are designed to help prepare ESL students for university-level study. In addition, the center helps advise students and provides other university-related assistance. Students are placed into ESL Center courses after taking a diagnostic test and consulting with an ESL Advisor.

ESL 100A Oral/Aural Skills for Students of English as a Second Language (ESL)
ESL Staff
This course focuses on developing speaking and listening skills that will help students function within their other academic coursework. Students are enrolled in the course after having taken the diagnostic test administered by the ESL staff.
4 Lect Hrs
4 Credits

ESL 100B Reading Comprehension for Students of English as a Second Language
ESL Staff
This course is designed to improve students' ability to comprehend a variety of reading material. Students are enrolled in the course after having taken the diagnostic test administered by the ESL staff.
4 Lect Hrs
4 Credits

ESL 100C Fundamentals of English Grammar for ESL Students
ESL Staff
This course is a basic review of English grammar and an introduction to paragraph-level writing. Students are enrolled in the course after having taken the diagnostic test administered by the ESL staff.
4 Lect Hrs
4 Credits

ESL 100D Advanced English Grammar for ESL Students
ESL Staff
This course focuses on the control and mastery of more complex sentence structures and on the organization and development of writing. Students are enrolled in the course after having taken the diagnostic test administered by the ESL staff.
4 Lect Hrs
4 Credits

ESL 100E Advanced Reading Comprehension
ESL Staff
This is an advanced level reading comprehension course. The readings are more complex than those of ESL 100B in terms of content, syntax, and vocabulary. In addition to addressing reading skills such as skimming, scanning and determining the main idea, students will practice summarizing, paraphrasing and outlining their readings. Furthermore, this course will focus on strategies for developing vocabulary.
Prerequisite: Completion of ESL 100B or Placement.
4 Lect Hrs
4 Credits

ESL 100F Advanced Oral Skills
ESL Staff
In addition to focusing on oral/aural communication skills, this course will address the development of these skills for academic purposes. Students will be given practice with listening to academic lectures and talks in order to better understand the strategies that speakers use. They will further learn how to determine main and supportive ideas and to take notes as they listen. Finally, they will put these skills into practice by preparing oral presentations and participating in small-group problem-solving tasks and class debates.
Prerequisite: ESL 100A or Placement.
4 Lect Hrs
4 Credits

Department of French

Faculty

Gerald C Volpe, Associate Professor and Chairperson; Professors Jean Collignon, Michel Philip; Associate Professors Jeanne Ambrose-Grillet, Suzanne Relyea, Monique Stern, Brian Thompson; Assistant Professor Rose Abendstern; Instructor Marilyn Sorenson.

The Department

The French Department offers a strong and varied program in French language, literature, and civilization. Our courses are open to all students on campus, and we encourage students from other disciplines and departments to develop a knowledge of a second language and culture in conjunction with their own majors. By both training and inclination, the French Department is committed to an interdisciplinary approach to French studies. Many of our courses are interdisciplinary in nature. We also encourage French majors to develop at least one complementary area of competence: history, political science, art, music, etc. At the same time, the French Department recognizes the importance of a strong linguistic and cultural "home base," and encourages the use of French as the normal language of communication within the department. With few exceptions, all courses are conducted entirely in French.

Requirements and Recommendations

The Major

Students choosing to major in French may to a large extent design a program which reflects their own interests and objectives. Only three specific courses (or their equivalents) are required of all students:

1. French 301 *Traduction et stylistique* is a third-year course in advanced grammar and stylistics which develops students' writing ability in French through translation of various kinds of English and American texts into French.
2. French 302 *Initiation à la littérature et à la civilisation françaises I* is an interdisciplinary introduction to the period from the Middle Ages to the 17th Century in which major literary works are studied in the context of the history, politics, and culture of the period.
3. French 303 *Initiation à la littérature et à la civilisation françaises II* is a similar course covering the 18th and 19th centuries. Along with French 302, it provides students with an overview of French literature and civilization which allows them to see their further, more specialized work within a broad context.

Of the seven remaining courses students must take to complete a major, three must be literature courses representing three different centuries (for example: Symbolist Poetry, 20th Century Novel, and 17th Century Theatre and Philosophy), one an advanced course in either language or civilization; the three remaining courses are free electives from any of these areas.

The Minor

Students majoring in another discipline may minor in French. They should discuss their program with the departmental chairperson. Minimal requirements include:

1. Intermediate competence (French D201-D202 or equivalent)
2. French 301 *Traduction et stylistique* (or equivalent)
3. Three additional courses at the 300 or 400 level, in French language, literature or civilization.

Honors

A student may receive six credits toward the total of thirty major credits for acceptable work on an honors thesis written in French under the direction of an advisor from the French faculty. See department chairperson.

Français des affaires

Our program in French business language and practices *(le français des affaires)* trains students in the language and concepts of French business and correspondence, as well as acquainting them with the economy of France and its role in the world. At the end of the first course, French 480, students may take the examination for the *Certificat pratique de français commercial et économique.* A second course, French 481, prepares them for the *Diplôme supérieur de français des affaires.* These examinations, administered under the auspices of the Chamber of Commerce and Industry of Paris, lead to diplomas which are recognized throughout the world and which offer new professional opportunities to students of French at UMass/Boston.

Year of Study in France

Each year the French Department sponsors a full academic year of study in Paris (mid-September to mid-June) under the direction of a member of our UMass/Boston faculty and a resident French assistant. The program is not limited to French majors, but all applicants must have sufficient training in French (at least four or five semesters of successful college-level French, or equivalent) and the approval of their major department.

Our program is one of the least expensive ways to spend an academic year in Paris: the fee includes room, board, tuition, and round-trip travel, as well as numerous visits within and outside Paris, a theatre course in which students attend a different play each week, and special courses offered by the Director and the Assistant in Paris. Students enroll at the Sorbonne or other *facultés* of the University of Paris according to their interests and abilities. In addition to formal course work, the intense artistic and cultural life of Paris offers an experience unequaled anywhere else in the world.

Transfer Credit Policy

Transfer students must complete at least fifteen of the thirty credits for the major under the auspices of the French Department.

French D101 Elementary French I
Ms Ambrose Grillet and Staff
Intensive practice in the four language skills, with an audio-lingual approach, for students who have no creditable training in French.
Core Area: Foreign Languages.
4 Lect Hrs, 2 Lab Hrs
4 Credits

French D102 Elementary French II
Ms Abendstern and Staff
A continuation of French 101. Intensive practice in the four language skills, with an audio-lingual approach, for students who have completed French 101 or its equivalent.
Core Area: Foreign Languages.
4 Lect Hrs, 2 Lab Hrs
4 Credits

French D103 Beginning French for Reading Knowledge
Ms Sorenson
This course is designed specifically for rapid acquisition of ability to read French texts in the original language. Both literary and non-literary texts will be used. All discussions, papers and examinations will be in English. Only students with no creditable training in French will be admitted. This course does not fulfill any part of the language requirement.
Core Area: Foreign Languages.
3 Lect Hrs
4 Credits

French

French D115 Basic Oral French
Mr Thompson and Staff
Intensive oral practice and drill of basic linguistic patterns in French for students who have had training in reading and writing French but little or no aural-oral work, or who need to improve their oral skills to qualify for intermediate French. Students from the 101-102 sequence may not take this course for credit. Students completing 115 would normally continue with 201 or 202. The student, if his or her knowledge permits, may continue with French 301.
Prerequisites: Background in the language and placement exam. See department.
Core Area: Foreign Languages.
4 Lect Hrs, 2 Lab Hrs
4 Credits

French D125 Intensive French I
Ms Sorenson
Intensive work in the four language skills with concentration on an audio-lingual approach and an introduction to literature, for students with no creditable previous training in French who intend to continue their study of French language and literature at an advanced level. Students completing this course satisfactorily will be allowed to enter directly into courses at the 200-level and above. (Equivalent to one year of elementary French)
Prerequisite: Minimum score of 600 on the SAT verbal or high upper-class average.
Core Area: Foreign Languages.
8 Lect Hrs, 2 Lab Hrs
8 Credits

French C165 Masterpieces of French Literature
Staff
Selected French masterworks in English, from the Middle Ages to the end of the nineteenth century, such as the *Song of Roland*, *Lancelot*, Montaigne's *Essays*, *Gargantua*, Molière's *Don Juan*, the *Marriage of Figaro*, *Candide*, and the poetry of Victor Hugo and Arthur Rimbaud, each studied in the context of its contemporary civilization. The literary texts serve as models of artistic creativity, as touchstones of the fundamental principles of art in general. The basic skills emphasized are writing and critical thinking, and the main method of analysis is *explication de texte*. In English.
Core Area: The Arts.
3 Lect Hrs
3 Credits

French C167 French Comedy
Ms Relyea
Intensive training in reading, discussing and writing about comic theatre in France from the 15th century to the present. Two plays by Aristophanes define the genre, then works by Beaumarchais, Molière, Labiche, Jarry, Ionesco, Beckett, and Duras are considered. Weekly written assignments are designed to develop practical critical skills. In English.
Core Area: The Arts.
3 Lect Hrs
3 Credits

French D201 Intermediate French I
Ms Ambrose-Grillet and Staff
Intensive review and further study of grammar and audio-lingual skills with correlated intermediate-level readings in French literature or culture.
Prerequisite: French 102, 115 or equivalent.
Core Area: Foreign Languages.
4 Lect Hrs, 2 Lab Hrs
4 Credits

French D202 Intermediate French II
Mr Collignon and Staff
Continuation of French 201. Intermediate-level readings in French literature or culture. This course may be used to fulfill the second semester of the intermediate-level language requirement.
Prerequisite: French D201 or equivalent.
Core Area: Foreign Languages.
4 Lect Hrs, 2 Lab Hrs
4 Credits

French D203 Intermediate French III
Staff
Readings in French on contemporary France and French-speaking cultures—from newspapers for politics, current events, reviews of art and musical events among others and from magazines and cultural texts as distinct from purely literary texts—with discussion in French. This course may be used to fulfill the second semester of the intermediate-level language requirement.
Prerequisite: French D115, or French D201 or equivalent.
Core Area: Foreign Languages.
4 Lect Hrs
4 Credits

French D240 French Conversation
Ms Stern
Daily practice in conversation on a wide variety of subjects, with a view toward building vocabulary and fluency.
Prerequisites: French D202 or equivalent, and permission of instructor.
Core Area: Foreign Languages.
3 Lect Hrs
3 Credits

French E262 Contemporary French Theater
Mr Collignon
Some of the masterpieces of French theatre from Giraudoux to the theatre of the absurd. No knowledge of French required. English translation.
Core Area: The Arts.
3 Lect Hrs
3 Credits

French E264 French Existential Literature
Mr Proulx, Mr Thompson
Major works by Camus, Sartre, DeBeauvoir, Marcel. No knowledge of French required. English translation.
Core Area: Philosophical and Humanistic Studies.
3 Lect Hrs
3 Credits

French E266 The French Cinema
Mr Philip
Thematic and formal trends in the French cinema, in the context of relevant developments in literary, cultural and political history. Films by Vigo, Bunuel, Renoir, Clair, Dulac, Cocteau, Resnais, Carné, Truffaut, Godard and Rohmer. No knowledge of French required.
Core Area: The Arts.
3 Lect Hrs
3 Credits

French C271 The Feminine Presence in French Literature
Ms Relyea
Novels, essays, short stories and autobiography by or about French women from the 12th century to the present. Specific emphasis on women's access to literature (reading and/or writing for publication) and the evolution of prescribed feminine roles in literature. Students must keep a reading journal of 5-7 pages per week. Intensive training in textual analysis and critical evaluation. Works by Chrétien de Troyes, Mme de LaFayette, Mme de Sévigné, Flaubert, Sand, Colette, De Beauvoir, Duras, and Wittig. In English.
Prerequisite: One semester of writing. WoSt C100 strongly recommended.
Core Area: Philosophical and Humanistic Studies.
3 Lect Hrs
3 Credits

French

French C275 Freedom, Evil and Guilt: Religious Dimensions in Modern French Literature
Mr Thompson
Interdisciplinary in approach, this course investigates essential questions which man has always asked about himself and his world as they have been formulated and expressed by some major figures of modern French literature, whether militant atheist (Sartre), agnostic (Camus), or radical believer (Mauriac, Bernanos). Issues raised include God and human freedom; suffering and evil in the world; responsibility and guilt; the self and the other; solitude and solidarity; death. Through careful reading, class discussions and writing assignments, students will be encouraged not only to analyze the questions raised but to think critically about their own education, attitudes and experience. In English.
Core Area: Philosophical and Humanistic Studies.
3 Lect Hrs
3 Credits

French 301 Traduction et stylistique
Staff
Intensive study of grammar, stylistics and composition. Problems of idiomatic translation based on contemporary English and American texts.
Prerequisite: French 202 or equivalent or permission of instructor.
3 Lect Hrs
3 Credits

French 302 Initiation à la littérature et à la culture françaises—Depuis le Moyen Age jusqu'à la fin du 17e siècle
Ms Abendstern and Staff
French literature and culture from the Middle Ages to the end of the 17th century. Selected readings from *Chanson de Roland,* courtly novels, lyric poetry of the Middle Ages and Renaissance, Rabelais, Montaigne, Corneille, Racine, Molière, and LaFontaine, with lectures on the cultural background of the periods studied.
Prerequisite: French 301 or permission of instructor.
3 Lect Hrs
3 Credits

French 303 Initiation à la littérature et à la culture françaises—18e et 19e siècles
Ms Stern and Staff
French literature and culture of the 18th and 19th centuries. Selected readings from Didérot, Marivaux, Voltaire, Rousseau, Chateaubriand, Lamartine, Hugo, Vigny, Musset, Balzac, Baudelaire, and Zola, with lectures on the cultural background of the periods studied.
Prerequisite: French 301 or permission of instructor.
3 Lect Hrs
3 Credits

French 334 Poètes et chansonniers
Mr Thompson
The tradition of the chanson in France, from the Medieval troubadours to modern times, with contemporary author-composers: Brassens, Brel, LeForestier, and others.
Prerequisite: French 201-202 or permission of instructor.
3 Lect Hrs
3 Credits

French 361 Modern French Novel in Translation, 1900-1935
Mr Proulx
Works by Proust, Cocteau, Gide, Saint-Exupery and Malraux. Readings in English; no knowledge of French required.
3 Lect Hrs
3 Credits

French 362 Modern French Novel in Translation, 1935 until the Present
Mr Proulx
Works by Sartre, Camus, Mauriac, Robbe-Grillet and Genet. No knowledge of French required. English translation.
3 Lect Hrs
3 Credits

French 400 Histoire de la langue française
Ms Ambrose-Grillet
Survey of the evolution of French from spoken Latin to the modern language with analysis of texts from each major period.
Prerequisite: French 301, 302, 303 or equivalent or permission of instructor.
3 Lect Hrs
3 Credits

French 401 Moyen Age
Mr Volpe
Literature as a reflection or a distortion of society from the eleventh to the fifteenth century, with emphasis on man in revolt against or in harmony with his milieu—Roland, Lancelot, Tristan, Adam, Reynard the Fox, Saintly King Louis, Pathelin, François Villon.
Prerequisite: French 302, 303 or permission of instructor.
3 Lect Hrs
3 Credits

French 403 Phonétique et diction
Ms Ambrose-Grillet
Detailed analysis of the sound system, with study of the main phonological processes of French. Distinguishing features of French and English will be emphasized.
3 Lect Hrs
3 Credits

French 405 Poésie lyrique et didactique médiévale
Mr Volpe
A study of the origins, development and evolution of lyric poetry from the Troubadours to the Rhetoriqueurs with special emphasis on the themes of love and marriage and the changing image of women. Works will be read in modern versions, but students will have the opportunity to compare modern texts to the originals in Old French.
3 Lect Hrs
3 Credits

French 411 Thème et version
Mr Collignon
Translation from English into French, and from French into English. Analysis of the grammatical and stylistic problems of the texts is involved.
Prerequisites: French 301, 302 and a course in French literature; or permission of instructor.
3 Lect Hrs
3 Credits

French 413 L'Epoque de Rabelais
Mr Volpe
Chronological survey of French literature in the 16th century, with emphasis on continuity with the Middle Ages, consciousness of the New Age, and Italian influence. Readings from Marot, Rabelais, Calvin, Scève, Labé, Marguerite D'Angoulème, du Bellay, and Ronsard until 1560.
Prerequisite: French 302.
3 Lect Hrs
3 Credits

French 414 L'Epoque de Montaigne
Mr Volpe
Readings from Ronsard after 1560, Garnier, Montaigne, Sponde, and d'Aubigné. The baroque.
Prerequisite: French 302.
3 Lect Hrs
3 Credits

French 431 La Littérature du 17e siècle: Théâtre et philosophes
Ms Relyea
Works from 17th century authors including Descartes, Corneille, Racine, Molière and Pascal.
Prerequisite: French 302, 303 or permission of instructor.
3 Lect Hrs
3 Credits

French 432 Littérature du 17e siècle: Prose et poésie
Ms Relyea
Works by Bossuet, Boileau, LaFontaine, Madame de LaFayette, La Rochefoucauld, Madame de Sevigné, and La Bruyère.
Prerequisite: French 302, 303 or permission of instructor.
3 Lect Hrs
3 Credits

French

French 434 Imagination baroque—réserve classique
Ms Relyea
Readings from 17th century French theatre, poetry, novels, and philosophy, structured around the two major and opposing literary trends of the period. Under Baroque, Précieux and Burlesque writers will also be studied. Authors include Malherbe, Voiture, D'Urfe, Corneille, Scarron, Madame de LaFayette, Boileau, and La Fontaine.
Prerequisite: French 302, 303 or permission of instructor.
3 Lect Hrs
3 Credits

French 441 Théâtre et roman du 18e siècle
Ms Stern
Plays by Marivaux and Beaumarchais, and novels by Voltaire, Didérot, J J Rousseau, Laclos, and Prevost, among others.
Prerequisite: French 302, 303 or permission of instructor.
3 Lect Hrs
3 Credits

French 442 La Pensèe philosophique du 18e siècle
Ms Stern
Philosophical texts by Montesquieu, Didérot, Voltaire, and Rousseau; L'Encyclopédie.
Prerequisite: French 302 or permission of instructor.
3 Lect Hrs
3 Credits

French 451 Poésie romantique
Ms Abendstern
Chateaubriand and romantic poets including Lamartine, Hugo, Vigny, Musset, and Nerval.
Prerequisite: French 302, 303 or permission of instructor.
3 Lect Hrs
3 Credits

French 452 Roman et théâtre romantiques
Ms Abendstern
The French romantic theatre and novel through works by Hugo, Vigny, Musset, Sand, Balzac, and Stendhal.
Prerequisite: French 302, 303 or permission of instructor.
3 Lect Hrs
3 Credits

French 455 Poésie symboliste
Mr Philip
Works selected from the poetry of Baudelaire, Verlaine, Rimbaud, and Mallarmé.
Prerequisite: French 302, 303 or permission of instructor.
3 Lect Hrs
3 Credits

French 456 Poésie du 20e siècle
Mr Philip
Works by Claudel, Apollinaire, Valéry, and Eluard, among others.
Prerequisite: French 302, 303 or permission of instructor.
3 Lect Hrs
3 Credits

French 464 Roman du 20e siècle
Mr Collignon, Mr Thompson
Discussion of representative 20th century novels, by writers such as Camus, de Beauvoir, Beckett, Malraux, Robbe-Grillet, Sartre, Mauriac, and Duras.
Prerequisites: French 302 and 303 or permission of instructor.
3 Lect Hrs
3 Credits

French 465 Théâtre du 20e siècle
Mr Collignon
Discussion of representative twentieth-century plays by such dramatists as Jarry, Feydeau, Claudel, Giraudoux, Montherlant, Sartre, Camus, Ionesco, Genet and Beckett.
Prerequisite: French 302 and 303 or permission of instructor.
3 Lect Hrs
3 Credits

French 475 Civilisation contemporaine
Mr Philip, Ms Relyea
The background of contemporary France, today's France, historical, political, social, economic, and cultural.
Prerequisite: French 302, 303 or equivalent.
3 Lect Hrs
3 Credits

French 476 Civilisation française I
Mr Volpe
The background of France from the Middle Ages to the end of the 17th century: historical, political, social, economic, and cultural.
Prerequisite: French 302, 303 or equivalent.
3 Lect Hrs
3 Credits

French 477 Civilisation française II
Mr Philip
The background of France during the 18th and 19th centuries: historical, political, social, economic, and cultural.
Prerequisite: French 302, 303 or equivalent.
3 Lect Hrs
3 Credits

French 478, 479 Independent Study
Staff
Selected research topics organized in consultation with an individual or with a small group of students.
Prerequisite: Permission of instructor and chairperson of department.
Hrs by arrangement
3 Credits

French 480 Français commercial
Ms Stern
The objective of this course is to teach the language of business transactions, as well as the transactions themselves. The course is open to students who already have a good command of written and oral French. It will familiarize them with notions of the French economy, with commercial correspondence, and with the translation of economic and business texts. Students will have the option of taking the international exam of the Chamber of Commerce of Paris, the *Certificat pratique de français commercial et économique.*
Prerequisites: French 301; junior standing or permission of instructor.
3 Lect Hrs
3 Credits

French 481 Français des affaires
Ms Stern
This course is the continuation of French 480. It will further the study of material already presented in French 480 (Commercial French) and will deal in greater detail with French geographical economy, business practices and correspondence. Students will have the option of taking the international exam of the Chamber of Commerce of Paris, the *Diplôme Supérieur de français des affaires.*
Prerequisite: French 480 or permission of instructor.
3 Lect Hrs
3 Credits

French 489 Le Cinéma français
Mr Philip
Thematic and formal trends in the French cinema, in the context of relevant developments in fiction, drama and criticism. Films by Vigo, Bunuel, Clair, Dulac, Cocteau, Carné, Chabrol, Truffaut, Godard, Resnais, and Rohmer. Students having received credit for French 266 may not take French 489 for credit. For the same course not requiring a knowledge of French, see French 266.
3 Lect Hrs
3 Credits

French 490 Special Topics
Staff
Study of special topics varying each semester according to instructor.
Prerequisite: Permission of instructor.
3 Lect Hrs
3 Credits

French 498, 499 Honors Thesis in French
Staff
Independent and original investigation and study under the supervision of a faculty advisor. An oral defense of the thesis before members of the French Department is required.
Prerequisite: Departmental permission.
Hrs by arrangement
3 Credits

Department of Geography and Earth Science

Faculty

Thomas Brewer, Associate Professor and Chairperson; Professors Janet E Duncan, John F Looney, Michael G Mensoian, Robert W Spayne; Associate Professor Andrew N Genes; Assistant Professors Richard B Gelpke, David A Nellis

The Department

The Geography and Earth Science Department offers a broad spectrum of courses in earth and locational sciences. Majors may structure programs with emphasis in Geography, Environmental Issues, or Geology. The department has a strong commitment to student advising to assure that coherent individual programs are developed within the majors.

The Department meets the Commonwealth of Massachusetts and ICC subject certification requirements in Geography and Earth Science. Qualified students in the Department automatically become transcript-certified in thirty-one participating states upon completion of the approved academic program.

Requirements

Courses in the Department of Geography and Earth Science are divided into five broad categories: Systematic, Topical, Regional, Skills and Techniques, and Research. These categories include both Earth Science and Geography courses.

I. Systematic Courses:

A. Systematic Earth Science Courses include:
GES D105 (Earth Science I)
GES D106 (Earth Science II)
GES D110 (Physical Geology)
GES D111 (Historical Geology)
GES D225* (Weather and Climate)
GES D226 (Physical Oceanography)
GES E227 (Marine Resources)

B. Systematic Geography Courses include:
GES C150 (Spatial Organization)
GES 151 (Human Geography)
GES 220 (Physical Geography)
GES D221 (Urban Physical Environment)
GES E270 (Urban Geography)
GES 280 (Economic Geography)
GES 290 (Historical Geography)
GES 351 (Population Geography)
GES 352 (Political Geography)

*At the discretion of a departmental advisor, Geography students may be allowed to count GES 225 as part of their major requirement.

II. Topical Courses

A. Topical Earth Science Courses include:
GES 302* (Geomorphology)
GES 303 (Mineralogy)
GES 304 (Petrology)
GES 310 (Structural Geology)
GES 312 (Glacial and Quaternary Geology)
GES 315 (Economic Geology)
GES 324* (Coastal Zone Management)
GES 326* (Coastal Geomorphology)
GES 330 (Groundwater)

*At the discretion of a departmental advisor, Geography students may be allowed to count GES 302, GES 324 and GES 326 as part of their major requirement.

B. Topical Geography Courses include:
GES 275 (Urban Land Use)
GES 340 (Planning and Land Use Law)
GES 350 (Geography of Underdeveloped Countries)
GES 355 (Geography of Transportation)
GES 374 (Geography of Housing)
GES 377* (Urban Environmental Problems)
GES 378* (Resource Management)

*At the discretion of a departmental advisor, Earth Science students may be allowed to count GES 377 and GES 378 as part of their major requirement.

III. Regional Courses
GES 249 (World Regional Geography)
GES E250 (Geography of Anglo-America)
GES 251 (Geography of Latin America)
GES 252 (Geography of Europe)
GES 253 (Geography of the Middle East and Northern Africa)
GES 301 (Geology of North America)

IV. Skills and Techniques Courses
GES 260 (Cartography)
GES 375 (Urban Planning)
GES 376 (Regional Planning)
GES 401 (Field Methods)

V. Research Courses
GES 478-479 Independent Study
GES 480 Special Topics

Courses by Department Invitation Only
GES 444 Co-operative Education Program
GES 499 Practicum

Major and Minor Requirements

All majors choose to concentrate in one of the department's two areas, either Geography or Earth Science. Majors must complete ten departmental courses in their major area; minors must complete six.

Geography: Geography majors graduate with the BA degree.

GES 151 (Human Geography) is required of all geography majors and minors. Majors must elect their remaining courses from department categories as follows: three courses from Systematic and three courses from Topical offerings, and one each from Regional, Skills and Techniques, and Research. Minors must elect one course from each of the five departmental categories.

Earth Science: Earth science majors graduate with the BS degree.

Earth Science majors and minors must take GES D105 (Earth Science I) and GES 107 (Earth Science Laboratory). For majors, the remaining nine courses must be distributed as follows: three from the Systematic and three from the Topical offerings, one each from Regional, Techniques and Skills, and Research.

Earth Science majors must, in addition, complete the BS requirement as follows:

1. Fulfill the departmental requirements as outlined above.
2. Complete a one semester course in statistics (Math D125 is recommended by the department).
3. Complete six courses chosen from among the offerings of the following departments: Chemistry, Physics, Biology, Mathematics and Computer Science (beyond D130).

Geography and Earth Science

Earth Science minors must elect one course from each of the department categories, in addition to GES 105 and 107.

Specializations are available in the department in Geology and Urban Environmental Planning. For further information, consult the departmental office.

All majors and minors in the department are assigned a faculty advisor. Students must consult with their advisor on all academic matters and must obtain their advisor's consent prior to registering for any courses to be credited toward their major or minor in Geography or in Earth Science.

Transfer Credit Policy

Transfer students must complete a minimum of five appropriate courses in their major or three appropriate courses in their minor at UMass/Boston.

GES D105 Earth Science I
Mr Looney
An introduction to geoscience, integrating such fields as geology, meteorology, oceanography, and physical geography. Emphasis is placed on understanding geophysical processes of importance to man and his environment. Topics include the origin of the earth, energy and material resources, earthquakes, volcanism, tides, glaciation, atmospheric behavior, climate and environmental impact of technology.
Corequisite: GES 107.
Core Area: Natural Sciences.
3 Lect Hrs
3 Credits

GES D106 Earth Science II
Mr Looney
Continuation of GES C105.
Prerequisite: GES C105.
Corequisite: GES 108.
Core Area: Natural Sciences.
3 Lect Hrs
3 Credits

GES D110 Physical Geology
Mr Brewer, Mr Genes, Mr Nellis
A survey of the processes which affect the earth, the materials of which the earth is formed, and the earth's internal structure.
2 Lect Hrs, 2 Lab Hrs
3 Credits

GES D111 Historical Geology
Mr Brewer, Mr Genes, Mr Nellis
A general survey of the physical evolution of the earth through time from its beginnings to the present. Temporal relationships of mountain-building episodes, economic mineral resources, distribution of continents and ocean basins and paleo-life are among the topics examined. Emphasis is placed on methodology and techniques used to ascertain time relationships and how they are applied to the development of a geologic time scale.
2 Lect Hrs, 2 Lab Hrs
3 Credits

GES C150 Spatial Organization
Staff
Analysis of the fundamental principles underlying the way in which people perceive and organize space to meet the needs and wants of society. Individual perceptions of space and the effect of those perceptions on the use of space will be explored, as the basis of understanding more generalized movements of people, the location of facilities and the organization and control of space in society.
Core Area: Social and Behavioral Studies.
3 Lect Hrs
3 Credits

GES D221 The Urban Physical Environment
Staff
An introduction to the physical environment of the city; the factors that limit or constrain human activities and the impacts of man-made conditions on the environment. Topics include: Topography, geology, the urban heat island, water, waste disposal, pollution problems, and planning for reduced hazards and impacts.
Core Area: Natural Sciences.
3 Lect Hrs, 2 Lab Hrs
3 Credits

GES D225 Weather and Climate
Mr Mensoian
Atmospheric processes forming the basis for weather patterns and climatic development on a global scale. Earth-sun relationships, heating and cooling of the atmosphere, atmospheric circulation, pressure patterns, air mass formation and frontal systems, vertical zonation of climate, and the Koppen System for evaluating and classifying climatic phenomena will be major topics.
Prerequisite: Sophomore standing.
Core Area: Natural Sciences.
3 Lect Hrs
3 Credits

GES D226 Physical Oceanography
Mr Spayne
The development of oceanography as a science. An introduction to the early contributors to oceanography as well as the evolution of vessels for oceanographic research, and an introduction to methods and techniques in physical oceanography. Discussion of the geological setting and plate tectonics as this theory affects other areas of oceanography. The study of coastal processes and their effect on the coast, especially as a consequence of the Blizzard of 1978. The course concludes with a consideration of the origin of sea water, its movements (currents, tides, waves, etc.) and its composition.
Prerequisite: Sophomore standing or permission of instructor.
Core Area: Natural Sciences.
3 Lect Hrs
3 Credits

GES D227 Marine Resources
Mr Spayne
An introduction to various classification schemes of marine organisms. Some discussion of the noncommercial invertebrates and vertebrates. Major emphasis on the commercial invertebrates and vertebrates (mainly fish) with respect to their distribution, methods of catching and commercial values.
Prerequisite: Sophomore standing or permission of instructor.
Core Area: Natural Sciences.
3 Lect Hrs
3 Credits

GES E250 Geography of Anglo-America
Mr Gelpke
Evaluation of the geographic environment and its relationship to regional differentiation and development of the U.S. and Canada. Subjects include population distribution, physical factors (landform, climate, soils) which contribute to human patterns of land tenure, distributive systems, economic integration plans, urbanization, industrialization, resource imbalance and spatial differentiation and integration.
Prerequisite: Sophomore standing.
Core Area: Natural Sciences.
3 Lect Hrs
3 Credits

GES E270 Urban Geography
Ms Duncan, Mr Looney
An introduction to the spatial analysis of cities from two different perspectives. The first approach views cities as points and focuses on themes of evolutionary distribution, differential growth patterns, Third World urbanization, and the theoretical basis of the size, spacing and function of cities. The second approach views cities as areas and is primarily concerned with the location of people and facilities inside the city. All aspects of the course are applied to the Greater Boston Area.
Prerequisite: Sophomore standing.
Core Area: Natural Sciences.
3 Lect Hrs
3 Credits

Geography and Earth Science

GES 107 Earth Science Laboratory I
Mr Looney
A laboratory course designed to accompany GES C105. Basic experiments include: examination of minerals, rocks, and fluid earth materials; analysis of sedimentary processes and weathering; study of diverse geological processes using topographical and geological maps; aerial maps and photographs; field trips.
Corequisite: GES C105.
2.5 Lab Hrs in alternate wks
1 Credit

GES 108 Earth Science Laboratory II
Mr Looney
Continuation of GES 107. A laboratory course designed to accompany GES C106.
Corequisite: GES C106.
2.5 Lab Hrs in alternate wks
1 Credit

GES 151 Human Geography
Mr Gelpke
An evaluation of the relationships between human beings and their environment and of the geographic patterns that result, on a global scale, from these relationships. Consideration of patterns that arise from distributions of population, economic forms, political alignments and landscape development.
3 Lect Hrs
3 Credits

GES 220 Physical Geography
Mr Gelpke
Consideration of the physical geographic environment. Topics include analysis of location on the globe (maps), the atmosphere and oceans, climate, soils, vegetation and landforms. Positive and negative interaction of human beings with these aspects of the environment will be examined where appropriate.
Prerequisite: Sophomore standing.
3 Lect Hrs
3 Credits

GES 249 World Regional Geography
Mr Gelpke
An analysis of physical and human geographic factors, including landforms, climate, soils, resources, population and other factors where appropriate, in selected world regions. Major world regions are discussed with respect to the interaction between man and his environment. Each region is studied to develop major physical and human geographic principles or relationships.
Prerequisite: Sophomore standing.
3 Lect Hrs
3 Credits

GES 251 Geography of Latin America
Mr Mensoian
Evaluation of the geographic environment and its relationship to regional differentiation and development. Topics include land tenure and distribution systems, economic integration plans, trade patterns, urbanization, land-use patterns, resource imbalance, industrialization, and spatial integration.
Prerequisite: Sophomore standing.
3 Lect Hrs
3 Credits

GES 252 Geography of Europe
Mr Gelpke
Evaluation of the geographic environment and its relationship to regional differentiation and development. Topics include land tenure and distribution systems, historical forces shaping current patterns, economic integration plans, trade patterns, urbanization, land-use patterns, resource imbalance, industrialization, and spatial integration.
Prerequisite: Sophomore standing.
3 Lect Hrs
3 Credits

GES 253 Geography of the Middle East and Northern Africa
Mr Mensoian
Evaluation of the geographic environment and its relationship to regional differentiation and development. Topics include land tenure and distribution systems, urbanization, trade patterns, land-use systems, settlement patterns, resource imbalance, and geostrategic theories and implications.
Prerequisite: Sophomore standing.
3 Lect Hrs
3 Credits

GES 260 Cartography
Mr Gelpke
The art and science of the presentation of earth patterns through the media of maps, cartograms, and other cartographic devices. Laboratory experiences introduce symbolism, handling of cartographic tools, organizing quantitative data, lettering techniques, and fine drawing.
Prerequisite: Sophomore standing.
3 Lect Hrs
3 Credits

GES 275 Urban Land Use
Ms Duncan
A fieldwork approach to land-use analysis in a local area. Classwork involves designing a land-use classification system, basic map reading, and discussion of land-use problems in the selected area. Students are expected to field map and classify existing land uses, analyze the present problem, identify conflicts and pose possible solutions.
Prerequisite: Sophomore standing.
2 Lect Hrs, 1 Fieldwork Hr
3 Credits

GES 285 Economic Geography
Mr Looney
An introduction to the field of economic geography. The first part of the course discusses the major locational factors involved in the extraction, production, consumption, and exchange of goods on a global scale. The second part introduces major concepts which assist in understanding the location of economic activities on a local or regional scale.
Prerequisite: Permission of instructor.
3 Lect Hrs
3 Credits

GES 290 Historical Geography of the USA
Mr Gelpke
A consideration of human settlement patterns in the Anglo-American region and how the geographic environment has been utilized, mainly since European colonization. Analysis of the different techniques used by successive human groups, and the landscape they have occupied and developed. A significant topic is the development of urbanization and its increasing influence through time.
Prerequisite: Sophomore standing.
3 Lect Hrs
3 Credits

GES 301 Geology of North America
Mr Genes
A systematic survey of each province of North America, including geological development, mineral resources, geomorphology, and human environment. The rationale for development of National Parks and their significance is addressed. A major goal of the course is to arrive at a better appreciation and understanding of the physical heritage of our region of the earth.
Prerequisite: Sophomore standing or permission of instructor.
3 Lect Hrs
3 Credits

GES 302 Geomorphology
Mr Genes, Mr Spayne
A topical approach to the analysis of landforms and the processes responsible for their formation. Map and aerial photographic interpretation are used to demonstrate the relationship of underlying structure to destructive and constructive processes at various stages of landform development. Environmental, regulatory, and other applications are discussed.
Prerequisite: GES D105, D110, or 220, or permission of instructor.
3 Lect Hrs
3 Credits

Geography and Earth Science

GES 303 Mineralogy
Mr Nellis, Mr Brewer
A detailed examination of crystallography, mineral classification, determinative mineralogy and mineral chemistry.
Prerequisite: GES D110 or permission of instructor.
3 Lect Hrs, 3 Lab Hrs
4 Credits

GES 304 Petrology
Mr Nellis, Mr Brewer
An examination of the origin and lithologic characteristics of igneous, sedimentary and metamorphic rocks. Lab work includes hand specimen identification and microscopic examination of rocks.
Prerequisite: GES 303 or permission of instructor.
3 Lect Hrs, 3 Lab Hrs
4 Credits

GES 310 Structural Geology
Mr Nellis
The geometry and origin of geologic structures. Students are assumed to be familiar with basic trigonometry.
Prerequisite: GES D110 or permission of instructor.
3 Lect Hrs
3 Credits

GES 312 Glacial and Quaternary Geology
Mr Genes
The significance and effects of the last ice age. Causes of ice ages, ice dynamics, comparison of glacial events of North America to glacial events throughout the world and current investigations concerning ice ages are among the topics discussed. Controversies concerning scientific acceptance of ice ages, the mode of ice movement, and predictability of climate allow for insight into the present and ongoing development of a science.
Prerequisite: GES D111 or permission of instructor.
3 Lect Hrs
3 Credits

GES 315 Economic Geology
Mr Nellis
An examination of economic deposits, including metallic and nonmetallic ores, coal and oil. Processes of natural concentration are examined. Ore sampling and cost evaluation procedures are discussed.
Prerequisite: GES 303.
3 Lect Hrs
3 Credits

GES 324 Coastal Zone Management
Mr Spayne
This course is concerned with coastal environmental problems and their solutions. Identification of the component parts of the coastal zone and the development of appropriate policies for their management are discussed. Field trips to representative areas are required.
Prerequisite: GES 226 or 227 or permission of the instructor.
3 Lect Hrs
3 Credits

GES 326 Coastal Geomorphology
Mr Spayne
Classification and identification of the component parts of the coast, as well as the physical processes which develop coasts. Students prepare an appropriate proposal for the selection of a beach for in-depth field study. Fieldwork is essential. Emphasis is placed on local shorelines.
Prerequisite: GES D226 or 302 or permission of instructor.
3 Lect Hrs
3 Credits

GES 330 Groundwater
Mr Brewer
This course is an examination of the factors affecting and determining groundwater movement and quality. The topics to be discussed will include groundwater flow, mathematical modeling of groundwater systems, groundwater chemistry, and problems associated with groundwater pollution. Students taking this course will be expected to modify, run, and write short computer programs written in the BASIC language.
Prerequisites: GES D110 and Math D135.
3 Lect Hrs
3 Credits

GES 340 Planning and Land Use Law
Mr Mensoian
A study of the law as it has developed and applies to the planning process and the regulation of land use in the United States, with special emphasis on Massachusetts.
Prerequisite: GES 270.
3 Lect Hrs
3 Credits

GES 350 Geography of Underdeveloped Countries
Ms Duncan, Mr Mensoian
An analytical approach to the geographic factors involved in underdeveloped countries. Emphasis is placed upon the relationships among population, resources and environments. Case studies are selected from various parts of the world for in-depth review.
Prerequisite: Junior standing.
3 Lect Hrs
3 Credits

GES 351 Population Geography
Mr Mensoian
Analysis of basic principles underlying the distribution of human population on a regional and global scale, focusing on major centers of population concentration; discussion of density, population dynamics, composition, migration, settlement types and resource imbalance, with special attention to Third World countries.
Prerequisite: Junior standing.
3 Lect Hrs
3 Credits

GES 352 Political Geography
Mr Mensoian
A functional approach to the study of state formation and evolution. Analysis of the role of geopolitical factors as they relate to the development of internal and external tensions, boundary formation, sea frontiers, capital cities and core areas, territoriality and state-identification, and spatial organization. Geostrategic theories and major writings in the field are stressed.
Prerequisite: Junior standing.
3 Lect Hrs
3 Credits

GES 355 Geography of Transportation
Mr Looney
An analysis of locational problems associated with transportation networks. Conceptual models are introduced in discussions of network development and change, time and distance relationships, and movement minimization. All theoretical work is applied to an understanding of networks in the Boston Metropolitan Area and local transportation problems.
Prerequisite: Permission of instructor.
3 Lect Hrs
3 Credits

GES 374 Geography of Housing
Ms Duncan
A locational approach to housing as both the cause and effect of local neighborhood change. The processes of housing population, consumption, and allocation through exchange are covered, and housing problems are discussed as outcomes of the market mechanism. All classwork and projects are applied to the Greater Boston area.
Prerequisite: Junior standing.
3 Lect Hrs
3 Credits

GES 375 Urban Planning
Ms Duncan
A case method approach to urban planning. Students are supplied with a standard "request for a proposal" for a master plan. As an end product, they must present and submit a full proposal for review. Classwork focuses on how to use the planning process to design a master plan and on various approaches to designing zoning ordinances and land-use controls.
Prerequisite: GES 270 or permission of instructor.
3 Lect Hrs
3 Credits

Geography and Earth Science

GES 376 Regional Planning
Ms Duncan
A case method applied to regional planning. After distinguishing differences in the scale and organization of regional and urban planning, students are required to write a "request for proposal" for a regional plan. This process places emphasis on the goals and objectives of the plan, on alternative methodologies, and on criteria for selection of a qualified planner.
Prerequisite: GES 375 or permission of instructor.
3 Lect Hrs
3 Credits

GES 377 Urban Environmental Problems
Ms Duncan, Mr Looney
A topical approach to the impact of urbanization on the environment. Specific attention is given to hydrological and waste disposal problems. Air, noise and water pollution are discussed from the perspectives of problem identification, monitoring systems, regulatory controls and unresolved issues.
Prerequisite: GES 220 or D225 or permission of instructor.
3 Lect Hrs
3 Credits

GES 378 Resource Management
Mr Gelpke
Using geographic concepts and tools (including maps), this course considers in depth the environmental impact of development on the resource base, particularly on water and related land resources in Massachusetts. The course also considers the impact of geographic patterns developed by urbanization; the service economy; efforts to deal with environmental impact statements; various relevant agencies; legal controls; and other forces affecting the environment. A field trip and a major project are required.
Prerequisite: GES D105, D110 or 220.
3 Lect Hrs, 2 Fieldwork Hrs
3 Credits

GES 401 Field Methods
Staff
A practical course in the use of field equipment and techniques. Students are required to take field trips and complete a project.
Prerequisite: Permission of instructor.
2 Lect Hrs, 2 Fieldwork Hrs
3 Credits

GES 444 Cooperative Education Field Experiences in Geography or Earth Science
Staff
In this program majors are placed in paid work positions. Credit is awarded only to those who complete an approved learning prospectus, including working reports and a substantial research project.
Prerequisites: Major standing in department with over 30 semester hours of credit; minimum grade-point average of 2.5; permission of chairperson; by departmental invitation only.
3 or 6 Credits
Note: No more than a total of 6 credits in GES 444 or GES 499 may be counted toward the major.

GES 478 Independent Study
Staff
A course stressing research topics under the direction of individual faculty members.
Prerequisite: Permission of instructor.
Hrs by arrangement
3 Credits

GES 479 Independent Study
See GES 478.

GES 480 Special Topics
Staff
A seminar to examine current research in the geosciences. Students and faculty prepare discussions on relevant topics.
Prerequisite: Permission of instructor.
3 Lect Hrs
3 Credits

GES 499 Practicum in Geography or Earth Science
Staff
A work program opportunity for qualified department majors to obtain practical experience in an approved work position in the field of their interest and training. Students submit critiques of their experience and are supervised by departmental advisors.
Prerequisites: Major standing in department, with a 3.0 cumulative University grade and a 3.0 department average; Senior standing; by departmental invitation only.
Note: No more than a total of 6 credits in GES 444 or GES 499 may be counted toward the major.
3 or 6 Credits

Department of German

Faculty

Carl Cedargren, Associate Professor and Chairperson; Professors Alfred Hoelzel, Robert H Spaethling; Associate Professors Luise Bronner, Lynn Dhority, Ritta Jo Horsley, F Peter Ott; Assistant Professor Andrew Boelcskevy

The Department

The academic program of the German Department aims to acquaint students with the language, literature and culture of the German-speaking peoples. The course offerings are designed to serve the educational needs of students who want to (1) acquire a knowledge of the German language, from beginning to advanced levels; (2) major or minor in German language and literature; (3) explore the literary and cultural traditions of Germany, Austria and Switzerland in German or English; and (4) fulfill the core course requirements in Foreign Languages, the Arts and other areas. Individualized study (German 478 and 479) and graduation with honors provide further curricular options.

Requirements and Recommendations

The Major

I. Prospective German majors must achieve intermediate-level proficiency by taking:
   - A. Ger D200 (Intermediate German I)
   - B. Ger D202 (Intermediate German for Reading)
   - C. Ger D206 (Intermediate Audio-Lingual German)

Prospective majors are advised to take both Ger D202 and D206 during the same semester.

II. Majors must further take a total of ten upper-level semester courses including:
   - A. Ger 301 and 302 (Advanced German I and II)
   - B. Ger 330 and 331 (Introduction to German Literature I and II)
   - C. Two advanced (400-level) literature courses, including at least one seminar.
   - D. Two courses in the history and civilization of Germany as follows:
     1. Hist 328 or Ger 250, *and*
     2. *one* of the following: Hist 329, Hist 428, Hist 429, Ger 251, or Ger 263.
   - E. Two additional courses in German literature, culture, and/or advanced language (including translation skills). Appropriate German or Humanities courses given in English, and Independent Studies courses may be counted here, subject to approval by the major advisor.

The Minor

I. Intermediate proficiency (Ger D200 and D202 or the equivalent)

II. Ger 301 and either Ger 330 or Ger 331

III. At least two courses from the following list:
   - A. Ger D206 (Intermediate Audio-Lingual German)
   - B. Any German language course on the 300-level
   - C. Any course in German literature or culture

Honors

For graduation with honors in German, students must have a 3.0 cumulative average at the end of their senior year. They must petition by the mid-term of their penultimate semester to the department to be allowed to write an honors paper in Independent Study. Students will be awarded honors on the basis of 1) their overall performance in their major courses and 2) their work in Independent Study.

Transfer Credit Policy

Transferring German majors must take a minimum of 4 courses in the department, at least 2 of which must be 400-level literature courses, including at least one seminar.

Ger D101 Elementary German
Staff
For students with no creditable training in German. Work in the four language skills.
Core Area: Foreign Languages.
3 Lect Hrs, 2 Lab Hrs
4 Credits

Ger D102 Elementary German
Staff
Continuation of Ger D101.
Core Area: Foreign Languages.
4 Lect Hrs, 2 Lab Hrs
4 Credits

Ger D105 Special Reading Course
Ms Bronner
For students who wish to acquire a reading knowledge of the literature of their field in German within one semester. The literature can pertain to the humanities or to the natural sciences. Suitable preparation for graduate school record exam, for professionals, and for future translators. No previous knowledge of German required.
Core Area: Foreign Languages.
3 Lect Hrs
3 Credits

Ger D110/D210 Experiencing German
Mr Dhority
An intensive, innovative 16-credit sequence in one semester using a variety of innovative approaches drawn from such sources as Georgi Lozanov's Suggestopedia, Neuro-Linguistic Programming, and Confluent Education, this course offers a holistic language-learning experience designed to help students achieve intermediate-level proficiency in one semester. In a carefully integrated, relaxed and supportive environment, students are guided into authentic communication situations, often playful, which facilitate the retrieval and mastery of materials presented. There is extensive use of music, role-playing, fantasy and humor. An increasing emphasis on reading, writing and grammatical precision as the semester progresses results in considerably more work outside of class in the latter half of the course. It is recommended that students enroll in not more than one other course during this semester. Students will ordinarily be expected to enroll in both Ger D110 and D210, although it is possible to take only D110. Qualified students may, with the instructor's permission, take the latter half of the sequence the last six weeks of the semester for 8 credits.
Prerequisite: Permission of instructor.
Core Area: Foreign Languages.
15 Hrs/Wk
16 Credits

German

Ger D115 Intensive Elementary German
Ms Horsley, Mr Ott, Mr Boelcskevy
A comprehensive first-year course aimed at developing the skills of reading and listening comprehension, speaking and writing. Intensive work in grammar, conversation, and reading through exposure to a variety of cultural materials and activities in a small group setting. Open to students with no previous creditable training in German. Good aptitude for learning foreign languages is recommended. Covers a year's work in one semester. Upon completion, students may enter Ger D200 or, in special instances, Ger D202 or 206.
Prerequisite: Permission of instructor.
Core Area: Foreign Languages.
8 Lect Hrs, 3 Lab Hrs
8 Credits

Ger C165 Masterpieces of German Literature
Mr Boelcskevy
Selected major works of German literature from the 18th century to the middle of the 20th century.
Core Area: The Arts.
3 Lect Hrs
3 Credits

Ger D200 Intermediate German I
Mr Boelcskevy, Staff
Development of the skills of speaking, aural understanding, reading, and writing on the intermediate level. Review and further study of grammar; vocabulary building; readings of varied materials; practice in oral and written expression.
Prerequisite: Ger D102 or equivalent.
Core Area: Foreign Languages.
4 Lect Hrs
4 Credits

Ger D202 Intermediate German (For Reading) II
Staff
Intensive grammar review and intensive reading and vocabulary building. Reading in the fields of the humanities, and the natural and social sciences.
Prerequisite: Ger D200 or equivalent.
Core Area: Foreign Languages.
4 Lect Hrs
4 Credits

Ger D206 Intermediate German (Audio-Lingual)
Staff
A continuation of German C200. Designed for students who want more than a reading knowledge of German. In addition to a thorough grammar review and new vocabulary building, considerable attention will be given to the oral skills. Strongly recommended for any students thinking of majoring in German and for those who wish a more complete command of the language.
Prerequisite: Ger D200 or equivalent.
Core Area: Foreign Languages.
4 Lect Hrs
4 Credits

Ger D208 Business German I
Mr Boelcskevy
Fourth-semester level introductory course in the language and concepts of German business and commerce. Emphasis on basic vocabulary, idioms, and proper usage in specific areas ranging from resume writing and business correspondence to the fundamentals of business management, marketing and finance, presented in a career-oriented context. Special attention to continuous development of verbal skills. Regular attendance essential.
Prerequisite: Ger D200 or equivalent.
Core Area: Foreign Languages.
4 Lect Hrs
4 Credits

Ger D210 Experiencing German II
Mr Dhority
Continuation of Ger D110. See Ger D110/D210 for description. Qualified students may, with the permission of the instructor, take the last half of Ger D110/D210 for 8 credits during the last six weeks of the semester.
Core Area: Foreign Languages.
15 Hrs/Wk
8 Credits

Ger C244 Germanic Mythology
Mr Ott
Norse and Teutonic literature with emphasis on the Eddas, Southern Germanic poems, the Icelandic Saga, and the nature of myth and its survival in post-pagan times. Conducted in English.
Core Area: Philosophical and Humanistic Studies.
3 Lect Hrs
3 Credits

Ger C245 Myth and the Study of Myth
Mr Ott
The course provides an introduction both to the nature of myth and the ways people have studied mythology. Episodes from Greek myth will be read and discussed in the light of various myth theories. Germanic myths (*Edda, Volsungasaga, Heroic Lays*) will be approached comparatively and critically; here the student will be called upon to develop and employ critical tools: comparison of patterns in Greek and Nordic mythology, careful attempts to apply various myth theories in terms of their comparative and relative applicability, plus the "external" evidence of archaeology as supportive or contrastive.
Core Area: Philosophical and Humanistic Studies.
3 Lect Hrs
3 Credits

Ger E250 German Culture and Civilization from Luther to Hegel
Mr Spaethling
Three hundred years of German life and thought expressed through politics, religion, philosophy, and the arts. Readings and discussions will focus on national characteristics of the German people as well as outstanding artistic accomplishments in literature, the visual arts and music. Among the authors and artists considered will be Luther, Dürer, J S Bach, Leibniz, Lessing, Kant, Goethe, Schiller, Mozart, Beethoven, and Hegel. In English.
Core Area: Historical and Cultural Studies.
3 Lect Hrs
3 Credits

Ger E253 Goethe and his Age
Mr Spaethling, Mr Hoelzel
German eighteenth-century classicism in its European context. Focus will be on the development of Goethe's major works from their rococo beginnings through the period of Storm and Stress to the height of classicism and early romanticism. In addition to Goethe the following artists will be discussed: Winckelmann, Lessing, Schiller, Kleist, Novalis, Hölderlin; Mozart, Beethoven, and Schubert. In English.
Core Area: The Arts.
3 Lect Hrs
3 Credits

Ger EL255 (Hum 265) Pacting with the Devil—The Faust Tradition
Mr Hoelzel
The Faustian tradition: The historical person, the legend and its cultural implications, and a four-century literary tradition. Works will include the *Fausts* of Marlowe, Goethe and Mann. Conducted in English.
3 Lect Hrs
3 Credits

Ger E263 Germany in the 20th Century—Weimar and Nazi Culture
Mr Ott
A survey of the cultural and creative trends of the Weimar and Nazi periods, with an examination of their roots in romanticism, folkish authors and the youth movement. Focus on such exponents as Thomas and Heinrich Mann, the Expressionists, *Weltbühne,* the Bauhaus group, and Nazi *"Kultur".* Conducted in English.
Core Area: Historical and Cultural Studies.
3 Lect Hrs
3 Credits

Ger E265 Hesse, Mann and the Modern Romantic Imagination
Mr Dhority
Major works of Hesse and Mann in the context of both historical and contemporary romanticism. Conducted in English.
Core Area: The Arts.
3 Lect Hrs
3 Credits

German

Ger E266 East versus West in Contemporary German Literature
Mr Ott
The emergence of the two Germanies as reflected in the works of Böll, Grass, Uwe Johnson, Brecht and other representative writers. Conducted in English.
Core Area: The Arts.
3 Lect Hrs
3 Credits

Ger E267 Jung and Hesse
Mr Dhority
Key works of both authors will be read in order to explore the questions of mutual influences, similarities, and differences. Particular emphasis will be placed on the authors' complementary impact on the humanistic concerns of our day.
Core Area: Philosophical and Humanistic Studies.
3 Lect Hrs
3 Credits

Ger E273 Protest and Revolt in German Literature
Mr Hoelzel
Selected analysis of works in German literature since Goethe dealing with themes of protest against established authority ranging from individual insurrection to political revolution.
Core Area: Historical and Cultural Studies.
3 Lect Hrs
3 Credits

Ger E275 Images of Women and Men in German Literature
Ms Horsley
A study of changing cultural images and ideals of female and male as reflected in German literature from the Middle Ages to the present. No knowledge of German required. Also counts toward the Certificate in Women's Studies.
Core Area: The Arts.
3 Lect Hrs
3 Credits

Ger C277 Grimm's Fairy Tales
Mr Spaethling
Fairy tales are among the oldest and simplest forms of literature. They embody archetypal and universal patterns of human behavior and were intended for enjoyment as well as enlightenment. Fairy tales transmit the human experience and wisdom of a prescientific age. The fairy tales of the Brothers Grimm, first published in 1812, are among the best known and most available of this literature. The course will deal with such questions as: How and when were these fairy tales collected? What are the origins of the tales? What are the tales' typical literary forms and characteristic features of style? What is the meaning of some of the tales? How do they relate to myth, the human psyche, life experiences of children and adults? What do they teach us? In English.
Core Area: The Arts.
3 Lect Hrs
3 Credits

Ger C278 Modern German Drama
Mr Boelcskevy
Major German plays and theatrical movements from the late nineteenth century to the present, in their artistic and cultural context. Plays and movements discussed include Hauptmann's *The Weavers* (Naturalism); Brecht's *Baal* (Expressionism); *Measures Taken* and *Caucasian Chalk Circle* (Epic Theater); Hochhuth's *The Deputy* (Documentary Drama); and Weiss's *Marat/Sade* ("Total Theater"). Reading and discussion in English.
Core Area: The Arts.
3 Lect Hrs
3 Credits

Ger 251 German Civilization from Romanticism to WWI
Staff
Focus will be on Romanticism, the rise of German nationalism, and the revolutionary trends of the period. Among the authors read will be Novalis, Büchner, Heine, Marx, Nietzsche, Rilke, Mann, Freud, and Hesse. Music and the visual arts will also be discussed.
3 Lect Hrs
3 Credits

Ger 260 Aspects of Modern German Literature
Staff
Selected masterpieces of modern German literature including works by Mann, Hesse, Kafka and Brecht. Conducted in English.
3 Lect Hrs
3 Credits

Ger 264 Brecht and the Modern Theatre
Mr Boelcskevy
Brecht's emergence as a significant force in the modern theatre. An examination of his major plays and theory of the epic theatre with selected readings of contemporary European and American dramatists. Conducted in English.
3 Lect Hrs
3 Credits

Ger 268 German Theatre
Mr Boelcskevy
The tradition of the German theatre from the Middle Ages to the present. Among the playwrights read will be Lessing, Goethe, Schiller, Kleist, Büchner, Hauptmann, Hofmannsthal, and Brecht. Course will also include informal classroom performances of some of the dramatic material.
3 Lect Hrs
3 Credits

Ger 269 Rilke in English
Mr Dhority
The course will explore as full a range of Rilke's work as translation will permit. Rilke's novel, his letters, particularly those dealing with the influence of Rodin and Cezanne, as well as the famous *Letters to a Young Poet,* will occupy a considerable portion of the course. The poetry studied will include the *Duino Elegies* and *Sonnets to Orpheus.* Readings and discussions in English.
3 Lect Hrs
3 Credits

Ger 271 Modern Austrian Literature
Mr Boelcskevy
The Austrian literary tradition from the last decades of the Austro-Hungarian Empire to the present, as distinct from the German. Discussion of typical themes and their treatment in works of Schnitzler, Hofmannsthal, Kafka, Rilke, Musil, Handke and other contemporaries. Readings in English translation. No knowledge of German required.
3 Lect Hrs
3 Credits

Ger 272 Austria, 1890-1934, Literature and Culture
Mr Grossman, Mr Boelcskevy
The Austrian cultural and literary tradition from the last two decades of the Austro-Hungarian empire to the end of the first republic (1934). Examination of the intellectual life in its social & political context. Works of Freud, Mach, Wittgenstein, Schnitzler, Hofmannsthal, Musil, Handke, Klimt, and other contemporaries will be discussed. Course will meet German major requirements.
3 Lect Hrs
3 Credits

Ger 280 Special Topics in German Literary and Cultural History
Staff
Announced topics, generally a particular author, work or historical moment.
3 Lect Hrs
3 Credits

Ger 301 Advanced German I
Staff
Intensive training in German language skills beyond the intermediate level. The course will combine work in composition, conversation, advanced grammar, and stylistic analysis of texts.
Prerequisite: Ger D202, D206 or equivalent.
3 Lect Hrs
3 Credits

German

Ger 302 Advanced German II
Staff
A continuation of Ger 301. Besides the basic elements of the core program (composition, conversation, grammar) students will select a special focus for additional work from one of three areas: literary analysis, translation, and preparation for study abroad.
3 Lect Hrs
3 Credits

Ger 330 Introduction to German Literature I
Staff
Representative masterpieces of German prose, drama, and poetry from the Middle Ages to Goethe will be read and discussed in cultural and historical context. Taught in German.
3 Lect Hrs
3 Credits

Ger 331 Introduction to German Literature II
Staff
Continuation of Ger 330. Will cover representative masterpieces of German prose, drama, and poetry from Goethe to the present day. Taught in German.
3 Lect Hrs
3 Credits

Prerequisite for 400-level courses: good reading and listening comprehension of German.

Ger 427 Goethe's Poetry
Staff
A study of the range and style of Goethe's poetry from the early to the late years. Readings and discussions in German.
3 Lect Hrs
3 Credits

Ger 431 Rilke
Mr Dhority
A study of Rilke's major works, including *Das Stundenbuch, Neue Gedichte, Duineser Elegien, Sonette an Orpheus, Malte* and selected letters. Readings and discussons in German.
3 Lect Hrs
3 Credits

Ger 435 German Romanticism
Staff
The major phases of the German romantic movement. Readings and discussions in German.
3 Lect Hrs
3 Credits

Ger 445 The German Novelle
Staff
The development of the German novelle from the 19th century to the present. Readings and discussions in German.
3 Lect Hrs
3 Credits

Ger 446 German Lyric Poetry
Staff
The development of the German lyric from its beginning to the present. Readings and discussions in German.
3 Lect Hrs
3 Credits

Ger 455 Naturalism, Neo-Romanticism, and Expressionism
Mr Hoelzel
German literature of the left, the right, and the pacifist movement from 1888 to 1918. Readings from such representative writers as Hauptmann, George, Rilke, Hoffmannsthal, Wedekind and the early Brecht. Readings and discussions in German.
3 Lect Hrs
3 Credits

Ger 460 German Literature After World War I
Staff
Major works by such authors as Mann, Kafka, Brecht, Hesse, Frisch, Dürrenmatt, and Grass. Their relation to the 20th century intellectual life of Germany and the West. Readings and discussions in German.
3 Lect Hrs
3 Credits

Ger 462 Brecht
Ms Bronner
Bertolt Brecht is one of the most popular playwrights of this century. He is politically engaged, yet at the same time an accomplished poet. A comparative reading of his works in the original German and in translation will lead to an appreciation of his poetic skill and diction, as well as illuminate his clever play with every possible semantic facet of word and phrase. Brecht's best known plays, poems, stories,—*Kalender—Geschichten*—and an introduction to his theories for theater, and poetry, will be offered during the course. Offered bilingually; comparative reading of English and German texts.
3 Lect Hrs
3 Credits

Ger 465 German Post-War Prose from East and West
Mr Ott
Works by Böll, Grass, Johnson, Frisch, Schmidt, Plenzdorf, Schädlich, Lind and Wolf. Readings and discussions in German.
3 Lect Hrs
3 Credits

Ger 478 Independent Study
Staff
Selected research topics organized in consultation with individual students.
Prerequisite: Permission of instructor and chairperson of the department.
Hrs by arrangement
1-3 Credits

Ger 479 Independent Study
Staff
See Ger 478.

Ger 480 Special Topics in German Literary and Cultural History
Staff
Announced topics, generally focusing on a particular author, work or historical moment. In German.
3 Lect Hrs
3 Credits

Ger 490 Senior Seminar
Staff
The purpose of the senior seminar is that of integration. Here the major student will have the opportunity of learning how to apply literary analysis and will use the pertinent skills acquired in prerequisite courses. At the same time, this seminar will guide the student toward either independent study or an honors course during his or her last semester before graduation.
Prerequisite: Ger 330, 331 or permission of instructor.
1.5 Lect Hrs
3 Credits

Program in Health Care Studies

Faculty

Susan Gore, Associate Professor and Director.

The Program

Health Care Studies is an interdisciplinary program that examines the American health care system, including both its institutional components (hospitals, nursing homes, pre-paid health plans, etc.) and its way of operating in areas such as patient care, financing of services, relationships among health care professionals, and medical ethics.

The program is relevant to a variety of student interests and career goals. For those preparing for graduate training in medicine, public health, social work, or health care administration, the program provides an introduction to the structure of the health care system as well as the debates about its strengths, shortcomings and future directions. For students already in health-related undergraduate programs (nursing, management, social services) or currently working in the health professions, the program also provides a broad behavioral science perspective on the institution in which they have chosen to work.

Eligibility

The program is open to all undergraduates at the University of Massachusetts at Boston, as well as to undergraduates or post graduate students outside the University who are interested in obtaining a certificate or taking specific courses. Completion of English 101-102 (two semesters of freshman English) or its equivalent is a prerequisite for admission to the program.

Requirements

This is a 21 credit program, consisting of 5 required courses and 2 electives.

I. Coursework begins with "Foundations of the American Health Care System" (Health Care Studies 101-102), a 2 semester sequence made up of six units or mini-courses totalling 6 credits. The full 6 credits are required for completion of the program, but students from other fields may take one or more units, depending on their interests. Issues discussed in the foundation course include disease and health care in cross-cultural perspective, the historical development of modern health care, the health professions, the individual in the health care system, and health policy.

II. In addition to the two-semester foundation course, other required courses are:

   A. Health Policy (Health Care Studies 202)

   B. Medical Care Systems (Sociol 387)

   C. Moral Issues in Medicine (Phil E222)

III. Two elective courses must be taken from the following list. One elective must be taken at the 300 level or higher. (Additional courses will be developed in the future).

   A. Culture, Disease and Healing (Anth 357)

   B. Economics of Health Care (Econ 280)

   C. Community Psychology (Psych 232)

   D. Women's Health Care (WoSt 260)

   E. Independent Study (Health Care Systems 478)

   F. Internship in Health Care (Sociol 480: Sociology and Urban Social Service field work)

   G. Sociology of Mental Health and Illness (Sociol 386)

   H. Aging and Society (Sociol 342)

   I. Alcoholism: Etiology and Epidemiology/Treatment and Prevention (Sociol 466 and 470)

Transfer Credit Policy

Students should meet with the Director to discuss transfer credits. As a general policy, students can expect to transfer up to 9 credits in coursework if it covers the material in the program's elective and required areas. Up to 6 credits in approved fieldwork (internships) may also be transferred.

In addition to the following courses, others are listed under the participating departments (e.g., for Community Psychology see Psychology Department).

HltCar 101 Foundations of the American Health Care System I
A social science approach to the analysis of the US health care system, both its internal organization and its inter-relations with the technological developments, economy, politics, and culture of the wider society. Attention will be paid to problems within the system, their sources and proposed solutions. Topics include disease and health care in comparative (cross-cultural) perspective, the historical development of modern medical care in the US, the social organization and political economy of medical care.
Prerequisites: English 101 and 102 or equivalent
3 Lect Hrs
3 Credits (3 individual units may be taken as 1 credit mini course)

HltCar 102 Foundations of the American Health Care System II
A social science approach to the analysis of the US health care system, both its internal organization and its inter-relations with the technological developments, economy, politics, and culture of the wider society. Attention will be paid to problems within the system, their sources and proposed solutions. Topics include the individual in the health care system, the health professions, and an introduction to policy analysis.
Prerequisites: English 101 and 102 or equivalent
3 Lect Hrs
3 Credits (3 individual units may be taken as 1 credit mini course)

HltCar 202 Health Policy
This course will examine health policy issues in the US. Emphases include major shifts in policy direction over recent years, policies directed toward specific interests such as children, the elderly, the disabled; and the planning and regulation of the health industries. Future directions for US health policy will be explored.
Prerequisites: Two or more credits from HltCar 101 and/or 102.
3 Lect Hrs
3 Credits

HltCar 478 Directed Study in Health Care
Independent research on topics in the study of health and health care, to be conducted under faculty supervision.
Prerequisites: Junior or senior standing, HltCar 101 and 102, and permission of advisor.
3 Lect Hrs
1-3 Credits

HltCar 480 Special Topics in Health Care
Intensive study of special topics, varying with program directions.
Prerequisites: Varies with topic, usually junior standing and permission of instructor.
3 Lect Hrs
1-3 Credits

Department of History

Faculty

Timothy L McCarthy, Associate Professor and Chairperson; Commonwealth Professor Francis L Broderick; Professors Feroz Ahmad, Thomas N Brown, Clive F Foss, Paul A Gagnon, Linda Gordon, Walter Grossmann, Anthony H Hull, Esther Kingston-Mann, Frances Malino, Mark R Peattie, William A Percy, Richard H Powers, Roger W Prouty, Martin H Quitt, Eric H Robinson, Marshall S Shatz; Associate Professors Paul S Bookbinder, Michael B Chesson, Jonathan M Chu, Spencer G DiScala, Paul G Faler, David Hunt, Thomas A McMullin, Susan S Schneider, Lester A Segal, Malcolm R Smuts, Renee E Watkins; Assistant Professor Lester A Bartson

The Department

The educational mission of the Department of History is to offer to as many students as possible the skills, knowledge, insights and perspective on the human condition that the study of history has afforded to people since ancient times. The department also aims to acquaint them with the use and relevance of history to themselves and to their society in the late 20th century as extension of experience, as mode of thought and investigation, as contribution to political judgment, as help to self-knowledge, and as aid to personal liberation from parochialism, faddism and present-mindedness. We believe that the study of history is indispensable to each of the three aims of education: training for work, preparation for public life, and enrichment of private life.

Requirements

The Major

Majors are required to take at least 12 courses (36 hours) from those offered by the department, including specific requirements as follows:

2	semesters of Introductory History of Western Civilization (Hist E111 and E112)	6
2	semesters of Introductory History of the United States (Hist E265 and E266)	6
1	semester of a Research and Methods course (Hist 405, 480, 481, 482) or Historiography (Hist 483, 484)	3
1	semester of upper-level course work in European History prior to 1715	3
1	semester of upper-level course work in European History since 1715	3
1	semester of upper-level course work in non-Western History (other than European or U.S. History)	3
4	semesters of additional, elective courses, two of which must be upper-level courses	12
12 courses		36 credits

The Minor

Minors are required to take at least six courses (18 credits) from those offered by the department, including specific requirements as follows:

2	semesters of introductory History of Western Civilization (Hist E111 and E112)	6
1	semester of introductory History of the United States (Hist E265 or E266)	3
3	semesters of course work above the 100 level, of which at least two must be taken from courses above the 200-level	9
6 courses		18 credits

Pass/Fail Option

No course taken on the pass/fail option may be counted toward the requirements for the major or the minor.

Independent Reading

No more than two Independent Reading courses (488, 489) may be counted toward the requirements for the major. No more than one Independent Reading course (488, 489) may be counted toward the requirements for the minor.

Honors

To be eligible for the Honors Program a student must have (a) completed all core requirements for graduation in the College of Arts and Sciences by the end of the junior year, (b) completed two semesters of Western Civilization, two semesters of the US survey, and four other courses, of which one must be a Research and Methods seminar or Historiography, (c) achieved a University cumulative average of 3.0 and a 3.3 cumulative average in history courses through the junior year.

A student who wishes to do honors work shall seek out a supervisor willing to direct the honors paper. After receiving the approval of a supervisor, the student shall apply in writing to the Honors Committee for admission to the Honors Program.

An honors candidate shall enroll in History 490 (Honors Thesis), usually in the second semester of the senior year, under the direction of his or her supervisor, for the purpose of writing an honors paper. 40-60 pages is suggested as a suitable length. Acceptance of the paper by two of the three members of a Readers' Committee is required for honors.

The requirements for receiving a diploma with honors in history shall be: a) satisfactory completion of all University and departmental requirements for graduation; b) a 3.0 cumulative average in all University courses and a 3.3 cumulative average in all history courses through the senior year; c) satisfactory completion of the senior honors paper as outlined above.

Transfer Credit Policy

At least six of the twelve courses required for the major must be taken in the department. At least three of the six courses required for the minor must be taken in the department.

Hist C101 Leaders and History
Staff
This course examines the part played by outstanding personalities in history. Was their success due to their ability to shape events? Or merely due to favorable historical circumstances? Focus will be on famous individuals associated with major developments in modern history, such as Luther, Elizabeth, Peter the Great, Napoleon, Lenin.
Core Area: Historical and Cultural Studies.
3 Lect Hrs
3 Credits

Hist C107 Ideas and Morality in the West, 500 BC to 1700 AD
Staff
A survey of ideas and attitudes in their historical contexts. Ancient Greece, 12th and 13th century Europe, and the birth of science in the period around 1600 will be stressed.
Core Area: Historical and Cultural Studies.
3 Lect Hrs
3 Credits

History

Hist C108 Ideas and Morality In the West II
Staff
A survey of ideas and attitudes in historical context. Views of democracy, capitalism and industrialism will be stressed, as well as changing concepts of human nature in the 19th and 20th century.
Core Area: Historical and Cultural Studies.
3 Lect Hrs
3 Credits

Hist E111 Foundations of Western Civilization
Staff
After a brief survey of the ancient world, the course traces the political, economic, and cultural development of Western society from the early Middle Ages to 1715. Emphasis will be given to the critical analysis of primary sources.
Core Area: Historical and Cultural Studies.
3 Lect Hrs
3 Credits

Hist E112 Modern Western Civilization
Staff
This course traces the major political, economic, and cultural changes which have shaped Western society from the enlightenment to the present. Special attention will be given to the critical analysis of primary source materials.
Core Area: Historical and Cultural Studies.
3 Lect Hrs
3 Credits

Hist C113 Modern World History I
Staff
The history of traditional and early modern societies, 1400-1800. Includes Africa, China, Russia and Western Europe.
Core Area: Historical and Cultural Studies.
3 Lect Hrs
3 Credits

Hist C114 Modern World History II
Staff
History of modern Western industrial societies and the non-Western world, 1800-present.
Core Area: Historical and Cultural Studies.
3 Lect Hrs
3 Credits

Hist C120 America: National Unity and Local Diversity
Staff
This course will address the tension in American history between forces seeking a unified national culture and the elements of localism that may take the form of isolation, regional differences, economic differences, and ethnic and racial differences.
Core Area: Historical and Cultural Studies.
3 Lect Hrs
3 Credits

Hist C121 Technology and Civilization I
Mr Robinson
An introduction to medieval and early modern science and technology, including cathedral-building, water mills, windmills, crop rotations, improved use of horses, the compass, ship design, and printing. Some assessment of the impact of Asiatic and Arabic technology on the Western world. The scientific revolution and its consequences for technology—scientific instruments, the steam-engine, and the switch to coal.
Core Area: Historical and Cultural Studies.
3 Lect Hrs
3 Credits

Hist C122 Technology and Civilization II
Mr Robinson
An introduction to the part played by technology in the industrialization of the Western world. Deals with standardization, rationalization and flow-processes, and examines agricultural technology as well as manufacturing processes. Compares British and American societies.
Core Area: Historical and Cultural Studies.
3 Lect Hrs
3 Credits

Hist C123 Revolutions in Modern History
Staff
An introduction to the French, Russian, Chinese and Vietnamese revolutions, and to Marxism in Europe.
Core Area: Historical and Cultural Studies.
3 Lect Hrs
3 Credits

Hist E152 Foundations of African Civilization
Staff
The internal dynamics of pre-colonial African societies arising from the Bantu migrations. The rise and fall of the Kingdoms of Ghana, Mali and Songhai, the city-states of Kilwa and Zanzibar, the development of the slave trade, and the influence of religion on tribal societies.
Core Area: Historical and Cultural Studies.
3 Lect Hrs
3 Credits

Hist E153 Modern African Civilization
Staff
The interaction between the West and Africa in the 19th and 20th centuries. The African response to European imperialism, social and economic changes under colonialism, the development of nationalism and the struggle for independence; Africa's influence on the Afro-American experience and on Pan-Africanism.
Core Area: Historical and Cultural Studies.
3 Lect Hrs
3 Credits

Hist LE160 (EASt LE160) East Asian Civilizations I
Mr Peattie
An introduction to the traditional civilizations of China, Japan, and to a lesser extent Korea, from the earliest times to the arrival of the modern industrial West in the mid-19th century.
Core Area: Historical and Cultural Studies.
3 Lect Hrs
3 Credits

Hist LE161 (EASt LE161) East Asian Civilizations II
Mr Peattie
An introduction to the modern transformation of China, Japan, and to a lesser extent Korea, from their encounter with the industrial West in the mid-19th century up to the present day.
Core Area: Historical and Cultural Studies.
3 Lect Hrs
3 Credits

Hist C201 Monarchs, People, and History
Mr Bartson
The origins and reasons for monarchy as an institution and social force in the Western world. Specific royal personages are studied with attention to how they attained or lost effectiveness as leaders; their goals for themselves and their people are stressed. These themes are explored through primary source readings. Architectural, artistic, and musical evidence are introduced in slide and tape sessions.
Core Area: Historical and Cultural Studies.
3 Lect Hrs
3 Credits

Hist C210 Industrial America: 1870 to the present
Mr McMullin
An examination of the impact of industrial change on American economic life since 1870. Consideration will also be given to the social and political implications of industrialism. A major focus of the course will be the conflict between those who have argued that industrial development is best achieved in an atmosphere of laissez-faire and those who have called for greater government involvement in the economy.
Prerequisite: Sophomore standing.
Core Area: Historical and Cultural Studies.
3 Lect Hrs
3 Credits

Hist C220 Family in the United States, 1820-Present
Ms Gordon
Survey of changes in family structure, values, norms, and relations in the U.S. since 1820. Particular attention to relations between the sexes, between children and adults, between families and the economy, and to social policy regarding the family.
Prerequisite: Sophomore standing.
Core Area: Historical and Cultural Studies.
3 Lect Hrs
3 Credits

History

Hist C230 Nationalism in the Modern World
Ms Malino
The course will be divided into two parts. The first part will focus on the orgins, development and implications of nationalism as a concept and ideological force and on the modern nation-state as its socio-economic and political expression. The second part of the course will examine in detail the emergence and subsequent development of three 20th century national movements—the Irish, Jewish and Arab. There will be continual reference to the 19th century European roots of these movements as well as to their similarities and differences.
Prerequisite: Sophomore standing or permission of instructor.
Core Area: Historical and Cultural Studies.
3 Lect Hrs
3 Credits

Hist E265 American History I
Staff
Introduces students at the intermediate level to the study of American history before 1877. The subject matter will encompass virtually all aspects of American society, and the interrelationship between social structure, economic development, everyday life, culture and formal politics will be explored throughout the course. Attention will be given to the nature of historical inquiry and the development of writing skills.
Prerequisite: Sophomore standing or permission of instructor.
Core Area: Historical and Cultural Studies.
3 Lect Hrs
3 Credits

Hist E266 American History II
Staff
A survey of American history from 1877 covering the nature of American social structure, economic development, everyday life, culture, and formal politics. Attention will be given to the nature of historical inquiry and the development of writing skills.
Prerequisite: Sophomore standing or permission of instructor.
Core Area: Historical and Cultural Studies.
3 Lect Hrs
3 Credits

Hist 300 Ancient Civilization to 600 B.C.
Mr Bartson
Civilization's birth and progress in Mesopotamia, Egypt, Canaan, Minoan Crete, and Homeric Greece. This course emphasizes the role of cities and social and intellectual life with extensive slides stressing art and archeological digs.
Prerequisite: Sophomore standing.
3 Lect Hrs
3 Credits

Hist 301 Greek History
Mr Foss
A survey of the origin, rise and development of ancient Greek civilization from the arrival of the Greeks in Europe until the death of Cleopatra. Emphasis on the rise of the Greek city-state and the spread of Greek culture to the East.
Prerequisite: Sophomore standing.
3 Lect Hrs
3 Credits

Hist 302 Roman History
Mr Foss
The Roman state from its origins until the triumph of Christianity. Republic and Empire will receive equal attention. Hist 301 and 302 together provide a continuous history of the Mediterranean world from about 700 BC to 300 AD.
Prerequisite: Sophomore standing.
3 Lect Hrs
3 Credits

Hist 303 Classical Archaeology
Mr Bartson
A survey of art, archaeology, and history of the Bronze Age of Greece and Asia Minor. Introduction to the methods and aims of archaeology and the geographical and historical background of the period. The major area cultures—the Minoan Civilization, Mycenaean Greece, Troy, and the Hittite Empire.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs
3 Credits

Hist 304 The Dark Ages
Mr Percy
Beginning with the decline of the Roman Empire, this course discusses German, Muslim, Viking and Magyar invasions, the development of Catholicism in Western Europe and of Eastern Orthodoxy in the Byzantine Empire, the Arabic contribution to mathematics, science, and philosophy and the institutions of feudalism and manorialism. The course concludes with the economic, demographic and urban revival which began around 1000 AD.
Prerequisite: Sophomore standing.
3 Lect Hrs
3 Credits

Hist 305 The High and Later Middle Ages
Mr Percy
Beginning with the Great Revival around the year 1000 AD, this course traces the development of feudal monarchies, parliamentary institutions and the common law, the conflict between Church and State, the rise of universities and the growth of the New Learning, the development of Gothic art and architecture, and the vigorous urban life which presaged the bourgeois civilization of the modern era. The course concludes with the adversities—famine, plague, and war—of the 14th and 15th centuries.
Prerequisite: Sophomore standing.
3 Lect Hrs
3 Credits

Hist 307 Age of the Renaissance and Reformation
Ms Watkins
People, ideas, and institutions of 14th century through 16th century Europe.
Prerequisite: Sophomore standing.
3 Lect Hrs
3 Credits

Hist 310 Age of Baroque
Mr Grossmann
Europe in the seventeenth century. In the midst of religious and political struggles, a new world order emerges. Transformation from traditional thought to new scientific categories and a flowering of new expressions in the arts.
Prerequisite: Sophomore standing.
3 Lect Hrs
3 Credits

Hist 311 Europe in the Age of the Enlightenment
Mr Grossman
The main currents of 18th century European thought in their historical setting.
Prerequisite: Sophomore standing.
3 Lect Hrs
3 Credits

Hist 313 Europe in the Nineteenth Century
Mr Powers
A political, social and cultural history of Europe from 1815 to 1900, including the history of each major European nation.
Prerequisite: Sophomore standing.
3 Lect Hrs
3 Credits

Hist 315 Europe in the Twentieth Century I
Mr Gagnon
Political, social and intellectual history of Europe from 1900 to 1939. Emphasis on the origins of the World Wars, European totalitarianism, the Great Depression and interwar societies.
Prerequisite: Sophomore standing.
3 Lect Hrs
3 Credits

Hist 316 Europe in the Twentieth Century II
Mr Powers
Political, economic, social, and intellectual history of Europe with attention to extra-European influences, from 1939 to the present.
Prerequisite: Sophomore standing.
3 Lect Hrs
3 Credits

Hist 320 Tudor-Stuart England
Mr Smuts
An introduction to English history from the high Middle Ages. Emphasis on the political crises of the 16th and 17th centuries, to 1660.
Prerequisite: Sophomore standing.
3 Lect Hrs
3 Credits

Hist 321 England in the Age of Revolution, 1660 to 1850
Mr Smuts
English history from 1660 to 1850 with emphasis on the transformation of life and institutions in the 18th and 19th centuries.
Prerequisite: Sophomore standing.
3 Lect Hrs
3 Credits

History

Hist 322 Britain and the Empire since 1850
Mr Prouty
Britain and the Empire from their zenith in 1850 to the present; Pax Britannica to Commonwealth and Common Market. The history of modern Britain is inextricably interwoven with that of the Empire. This course describes the Empire at its height, and traces the events at home and abroad that weakened Britain's role in the world and led to the Empire's dissolution and to Britain's return, after 350 years, to integration with Europe.
Prerequisite: Sophomore standing.
3 Lect Hrs
3 Credits

Hist 323 Russian History i
Mr Shatz, Ms Kingston-Mann
A survey of the political, economic, social and intellectual development of Russia, from Kiev to the emancipation of the serfs in 1861.
Prerequisite: Sophomore standing.
3 Lect Hrs
3 Credits

Hist 324 Russian History ii
Mr Shatz, Ms Kingston-Mann
A survey of the political, economic, social and intellectual development of Russia, from 1861 through the Soviet Union in the second World War.
Prerequisite: Sophomore standing.
3 Lect Hrs
3 Credits

Hist 328 German History to 1815
Mr Bookbinder
Medieval origins of Germany, the Reformation, the rise of Brandenburg-Prussia, the German Enlightenment, the German and the French Revolution.
Prerequisite: Sophomore standing.
3 Lect Hrs
3 Credits

Hist 329 German History since 1815
Mr Bookbinder
German liberalism, nationalism, and conservatism in the 19th century, the revolution of 1848, unification, World War I, Weimar, and the Nazi period.
Prerequisite: Sophomore standing.
3 Lect Hrs
3 Credits

Hist 330 Early Modern France: Evolution of the Ancien Regime
Mr Segal
Social, political, and intellectual currents and institutions in France from the Renaissance to the end of the *ancien régime.*
Prerequisite: Sophomore standing.
3 Lect Hrs
3 Credits

Hist 331 France Since 1789
Mr Gagnon
Political, economic, social and cultural history of France from the origins of the Revolution of 1789 to the present. Emphasis on the formative crises, revolutions and war, which have shaped French institutions and thought.
Prerequisite: Sophomore standing.
3 Lect Hrs
3 Credits

Hist 334 Modern Italy from 1815 to Present
Mr DiScala
The most significant events in modern Italian history including the Risorgimento, the Giolittian Era, the beginnings of Socialism, the rise and fall of Fascism, the Republic, and the growth of terrorism.
Prerequisite: Sophomore standing.
3 Lect Hrs
3 Credits

Hist 335 Spain to 1713
Mr Hull
Discussion of the unification of Spain in the later medieval period is followed by a survey of its role as the Western world's first superpower under Charles I and Philip II in the sixteenth century. Its subsequent decline is discussed in the context of Spain's continuing cultural and social contributions in Europe to the end of the Hapsburg dynasty. The course concludes with the Treaty of Utrecht in 1713.
Prerequisite: Sophomore standing.
3 Lect Hrs
3 Credits

Hist 336 Spain since 1713
Mr Hull
Examination of the revival of Bourbon Spain in the eighteenth century under Philip V and Charles III is followed by emphasis on Spain's guerrilla war against Napoleon, the collapse of its own empire, and the crises through the Civil War of the 1930's. The course concludes with an assessment of Franco's regime and of Spain's role in modern democratic Europe.
Prerequisite: Sophomore standing.
3 Lect Hrs
3 Credits

Hist 337 Jewish History: Ancient
Mr Segal
Political, social and intellectual development in Jewish society from late biblical antiquity to the early centuries of the Christian era. Attention to the interaction with ancient Near Eastern, Graeco-Roman, and Christian societies and cultures.
Prerequisite: Sophomore standing.
3 Lect Hrs
3 Credits

Hist 338 Jewish History since 1500
Mr Segal
Political, social and intellectual development in Jewish society in Western and Eastern Europe and the Near East, from the late 15th century to the creation of Israel in 1948. Attention to Jewish experience in the age of absolutism and mercantilism, Marranos and Messianism, Polish Jewry and Hassidism, enlightenment, emancipation and 19th century responses to modernism, and Jewish experience in the 20th century.
Prerequisite: Sophomore standing.
3 Lect Hrs
3 Credits

Hist 339 Irish History, 1688 to the Present
Mr Brown
The forces and movements in the development of Irish Nationalism and the achievement of national independence.
Prerequisite: Sophomore standing.
3 Lect Hrs
3 Credits

Hist 342 History of European Ideas i
Mr Powers
Main currents of European thought in the 17th and 18th centuries. Among the figures to be considered are Hobbes, Locke, Rousseau, Voltaire, Diderot and Hume.
Prerequisite: Sophomore standing.
3 Lect Hrs
3 Credits

Hist 343 History of European Ideas ii
Mr Powers
Main currents of European thought in the 19th and 20th centuries. Among the figures to be considered are Burke, DeMaistre, Mill, Marx, Darwin, Dostoyevsky, and Freud.
Prerequisite: Sophomore standing.
3 Lect Hrs
3 Credits

Hist 348 War in the Western World: From the 18th Century until World War II
Mr Peattie
A survey of the evolution of warfare in the western world (with primary emphasis on Europe) from the end of the 18th century until World War II. The course will concentrate on three principal themes: The impact of social change upon war, the interrelationship between technology and warfare, and the evolution of the art of war (strategy, tactics, and command). Some attention will also be given to the development of military thought and to the role of military forces in Western societies.
Prerequisite: Sophomore standing.
3 Lect Hrs
3 Credits

Hist 350 Middle East i: 570 to 1258
Ms Malino
This course, which covers the period from Muhammed's birth to the Mongolian conquests, focuses on the origins of Islam and its development as a triangle of culture, religion and history, as well as on the emergence, achievements and disintegration of the Islamic Empire.
Prerequisite: Sophomore standing.
3 Lect Hrs
3 Credits

History

Hist 351 Middle East II: 1258 to the Present
Ms Malino
After examining the origins of the Turkish presence in the Middle East, this course will explore the development of the religious and political institutions of the Ottoman Empire, their protection of Islam, and the subsequent confrontation of both Islam and the Empire with the challenge of Western Nationalism and Imperialism.
Prerequisite: Sophomore standiing.
3 Lect Hrs
3 Credits

Hist 352 Problems in African Civilization
Staff
Intensive study of the interaction between Islam as a socio-political and spiritual phenomenon, and traditional African societies. A problem-oriented, rather than a chronological approach. The origins and spread of Islam to sub-Saharan Africa, patterns of Islamization, growth of centralized political institutions, the role of Muslim brotherhoods, Mahdism and Messianic movements, development of Afro-Islamic literature and scholarship—Swahili, Hausa, and Arabic—and the influence of Islam on modern nationalism and Pan-Africanism.
Prerequisite: Sophomore standing.
3 Lect Hrs
3 Credits

Hist 353 History of East Africa
Staff
Modernization and social change in Kenya, Uganda and Tanzania. Such topics as the proto-nationalist movements of the 19th century, the politics of survival in the interwar period, the problems of European and Indian settlers, the development of political parties and liberation movements, particularly the Mau Mau movement, African socialism and the problems of ethnicity and national integration.
Prerequisite: Sophomore standing.
3 Lect Hrs
3 Credits

Hist 355 Colonial Latin America
Ms Schneider
The imposition of Spanish and Portuguese institutions on the pre-Columbian civilizations in the new world, and the economic, social, religious, political, and cultural institutions that developed in Latin America. Emphasis on the differences and similarities between colonial Latin America and other contemporary and later empires.
Note: This course is a requirement for the Latin American Studies Program.
Prerequisite: Sophomore standing.
3 Lect Hrs
3 Credits

Hist 356 Latin America since Independence
Ms Schneider
The histories of Mexico, Argentina, Brazil, and Cuba since 1800. Emphasis on British and American economic expansion into these countries during the 19th and 20th centuries, and the resulting political and social consequences.
Note: This course is a requirement for the Latin American Studies Program.
Prerequisite: Sophomore standing.
3 Lect Hrs
3 Credits

Hist 360 Traditional China
Staff
A survey of traditional China from ancient times to about 1800, with emphasis on cultural, intellectual, and social developments.
Prerequisite: Sophomore standing.
3 Lect Hrs
3 Credits

Hist 361 History of Modern China
Staff
A survey of the political, social, and intellectual development of China from 1800 to the present, with emphasis on Sino-Western relations and twentieth century reform and revolution.
Prerequisite: Sophomore standing.
3 Lect Hrs
3 Credits

Hist L362 (EASt L362) Traditional Japan
Mr Peattie
A historical survey of cultural, political, social, and economic developments in Japan from ancient times to about 1800, with special emphasis on the formation of the cultural and social traditions of Japan.
Note: Hist LE 160 (EASt 160) is strongly recommended, although not required, as preparation for this course.
3 Lect Hrs
3 Credits

Hist L363 (EASt L363) Modern Japan
Mr Peattie
A historical survey of economic, social, political and cultural developments in Japan from 1800 to the present, special consideration of economic and foreign policy problems.
Prerequisite: Sophomore standing.
3 Lect Hrs
3 Credits

Hist 364 From Rebellion to Independence: India since 1857
Mr Ahmad
Intended to be an introduction to the Indian subcontinent as it emerged from British rule to independence. Designed for students interested in this area and the Third World, regardless of major. The framework of the course is historical, but it also deals with social and religious institutions such as the caste system, as well as economic and political change in a traditional society.
Prerequisite: Sophomore standing.
3 Lect Hrs
3 Credits

Hist 370 American Colonial History: The Earliest Settlement to 1763
Mr Chu
The English background of emigration and settlement. The evolution of imperial institutions; American social, economic, and religious development. Emphasis on political ideas, institutions and behavior in the 17th and 18th centuries.
Prerequisite: Sophomore standing.
3 Lect Hrs
3 Credits

Hist 371 Age of the American Revolution, 1763 to 1789
Mr Chu
The development of the conflict with Britain, 1763-1776, the Revolutionary War and its effect, the forming of republican institutions for state and federal governments.
Prerequisite: Sophomore standing.
3 Lect Hrs
3 Credits

Hist 372 The Early Republic
Mr Quitt
Survey and analysis of the early development of the United States as an independent federal republic. Focus will be on key issues: civil liberties, slavery and the first emancipation, federalist economic policy, neutrality, war, institutional growth (presidency, congress, judiciary, political parties), and changes, in the social, ideological and cultural environment.
Prerequisite: Sophomore standing.
3 Lect Hrs
3 Credits

Hist 373 American Slavery
Mr Chesson
The Afro-European heritage of slavery, the Atlantic slave trade, the origins of slavery in the United States, its early abolition in the North and continued development in the South, culture of the slave community, black resistance and rebellion, the attack on and the defense of slavery, its final destruction in the Civil War, and the lasting significance of slavery in American life.
Prerequisite: Sophomore standing.
3 Lect Hrs
3 Credits

Hist 374 Age of Jackson
Mr Faler
The social, economic, political and cultural history of the United States from 1815 to 1861.
Prerequisite: Sophomore standing.
3 Lect Hrs
3 Credits

Hist 375 Civil War and Reconstruction History
Mr Chesson
Causes of the Civil War, its social, political, and ideological history, and the problems and results of Southern Reconstruction.
Prerequisite: Sophomore standing.
3 Lect Hrs
3 Credits

History

Hist 376 American Urban History
Mr McMullin
The urbanization of the United States from the colonial era to the Great Depression with coverage of chronological and geographical developments as well as special topics of city life.
Prerequisite: Sophomore standing.
3 Lect Hrs
3 Credits

Hist 377 The Old South
Mr Chesson
The history (social, political, economic, intellectual) of the South and the development of a distinctive region and culture from the first permanent English settlement at Jamestown to the firing on Fort Sumter, with coverage of such topics as climate, staple crop agriculture, economic colonialism, the institution of slavery, the Virginia dynasty, Whitney's gin, the black belt and the rise of King Cotton, Nullification, filibustering, removal of the Indians, Southern violence, women on pedestals, antebellum literature and religion, moonlight and magnolias, and the harsh realities of the militant South on the eve of the Civil War.
Prerequisite: Sophomore standing.
3 Lect Hrs
3 Credits

Hist 378 American Legal History
Mr Chu
An exploration of the evolution of three major areas of private law: torts, contracts, and property. The primary focus of the course is the way in which law both reflects and changes social and economic conditions. In addition, the course will examine the legal dimensions of historical changes in American life. Finally, the course will introduce students interested in the law to forms of legal analysis and to a number of major landmark decisions in the area of private law. The course is also designed to be an introduction to legal material and forms of legal analysis.
Prerequisite: Sophomore standing.
3 Lect Hrs
3 Credits

Hist 379 The United States in the Twentieth Century, 1900 to 1937
Mr Brown, Mr Broderick
American politics and culture from the Progressive period through the New Deal.
Prerequisite: Hist E266 or permission of instructor.
3 Lect Hrs
3 Credits

Hist 380 The United States in the Twentieth Century, 1937 to the Present
Mr Brown, Mr Broderick
American politics and culture from the New Deal to the present.
Prerequisite: Hist E266 or permission of instructor.
3 Lect Hrs
3 Credits

Hist 382 Ideas and Society I
Staff
An interpretive survey of ideas, attitudes, and values in America, considered in relation to social change, from the 17th century through the mid-19th century. Primary emphasis on religious, social, and political thought.
Prerequisite: Sophomore standing.
3 Lect Hrs
3 Credits

Hist 383 Ideas and Society II
Staff
An interpretive survey of ideas, attitudes, and values in America, considered in relation to social change, from the mid-19th century to the present. Primary emphasis on social, scientific, and religious thought.
Prerequisite: Sophomore standing.
3 Lect Hrs
3 Credits

Hist 384 Science and Medicine in America
Staff
The development of scientific and medical ideas and institutions in the United States from the colonial period to the present. The course will explore the influence of cultural and economic change on science and medicine and will examine the relationship of science and medicine to government and society.
Prerequisite: Sophomore standing.
3 Lect Hrs
3 Credits

Hist 386 History of American Foreign Policy, 1763 to 1900
Mr Broderick
Survey of United States foreign policy and relations with the rest of the world, from the colonial period to the end of the 19th century. Emphasis on domestic sources of foreign policy and US expansionism.
Prerequisite: Junior standing or departmental approval.
3 Lect Hrs
3 Credits

Hist 387 History of American Foreign Policy in the Twentieth Century
Staff
Survey of United States foreign policy and diplomatic relations with other powers from the turn of the century to the 1960s. Emphasis on domestic sources of foreign policies and on general topics such as World Wars I and II, Cold War diplomacy, and the debate over America's role in world affairs.
Prerequisite: Sophomore standing.
3 Lect Hrs
3 Credits

Hist L388 (EASt L388) History of East Asian-American Relations
Mr Peattie
A seminar/lecture course covering a broad range of problems—cultural, political, economic, psychological, as well as diplomatic—in the history of East Asian-American relations from the late 18th century until the present day. Primary concentration will be on American relations with China and Japan, though some attention will be given to Korea, as well as to Sino-Japanese relations.
Note: EASt E161 or a general familiarity with the modern history of East Asia is strongly recommended, although not required, as preparation for this course.
3 Lect Hrs
3 Credits

Hist 390 Kennedys of Boston
Staff
This course provides a background for the Kennedys and their times. It analyzes some of the political and cultural processes of which the Kennedys were a part. The course will feature the use of audio-visual and archival materials from the Kennedy Presidential Library. Guest speakers will supplement lectures by members of the History and Political Science Departments.
Prerequisite: Sophomore standing.
3 Lect Hrs
3 Credits

Hist 391 American Technology
Mr Robinson
This course analyzes the developments in United States technology from the 18th century to the 20th. It does not attempt to be all-inclusive but concentrates on selected topics such as the American system of manufactures and the emergence of mass-production techniques, changes in energy utilization, the development of the iron and steel industries and of the machine-tool industry and agricultural technology. Comparisons will be made throughout with British technology.
Prerequisite: Sophomore standing.
3 Lect Hrs
3 Credits

Hist 392 History of Working People in America
Mr Faler
A history of working people in America, from colonial times to the present, with special emphasis on industrialization, its economic and social impact on workers, and the ways in which working people respond to those changes.
Prerequisite: Sophomore standing.
3 Lect Hrs
3 Credits

History

Hist 393 A Social History of Working-Class Women
Ms Gordon
General social history of women and institutions that governed their lives—the family, sexual and reproductive practice, child-raising practices, the social organization of work, and control over the means of production.
Prerequisite: A women's studies course and permission of instructor.
3 Lect Hrs
3 Credits

Hist 394 Women in Social Movements, U.S., 1800-Present
Ms Gordon
The experience of women in social movements in the U.S. since 1800, including trade unionism, abolitionism, feminism and socialism.
Prerequisites: Introductory U.S. history and one women's studies course.
3 Lect Hrs
3 Credits

Hist 395 History of Boston
Mr Prouty
A general survey from 1630 to the present, emphasizing the variety of people who gave this seaport its special character and prominence in American history.
Prerequisite: Sophomore standing.
3 Lect Hrs
3 Credits

Hist 398 Constitutional History of the United States
Mr Broderick
This course proposes to examine the changing constitutional structure—national, and federal as it applies to states, and the triune separation of powers within the national government—from 1781 to the present.
Prerequisite: Sophomore standing.
3 Lect Hrs
3 Credits

Hist 399 The American University
Mr Powers
A review of the traditional function and character of higher education in American society, and an examination of recent fundamental changes in both.
Prerequisite: Sophomore standing.
3 Lect Hrs
3 Credits

Hist 404 History of Common Law
Mr Percy
The principles underlying the evolution of law in Western Europe. Emphasis on England during the Middle Ages. Some of the legal concepts and procedures necessary in understanding medieval history and common law. Recommended for pre-law students.
Prerequisite: Junior standing or permission of instructor.
3 Lect Hrs
3 Credits

Hist 405 The Medieval Mind
Mr Percy
Through literary, philosophical, and religious masterpieces from the period, this interdisciplinary seminar probes the culture which created the modern West and considers the differences between its modes of thought and moral values and ours.
Prerequisite: Junior standing or permission of instructor.
3 Lect Hrs
3 Credits

Hist 408 Religious Revolutions
Ms Watkins
This course introduces the student to moments of revolt and reform in the history of religion. The course examines both what is unique and what is similar in the events and ideas which brought Christianity into being out of Judaism, Islam out of the tribal religious customs of the Arabs, Protestantism out of Catholicism, Hassidism out of 18th century Judaism, and Buddhism out of Hinduism, and, in its adaptation to China, out of Taoism.
Prerequisite: Junior standing or permission of instructor.
3 Lect Hrs
3 Credits

Hist 423 The Russian Revolution, 1917
Ms Kingston-Mann
The origins and development of the Russian Revolution, with special emphasis on the questions of war, property, and constitutional freedom that divided pre-revolutionary opponents of the Tsarist regime in 1917.
Prerequisite: Junior standing or permission of instructor.
3 Lect Hrs
3 Credits

Hist 424 The Stalin Era
Mr Shatz
An investigation of Stalin's rise to power, his methods of rule, and the place of the Stalin Era in Russian History.
Prerequisite: Junior standing or permission of instructor.
3 Lect Hrs
3 Credits

Hist 425 Russian Dissidents
Mr Shatz
The social, psychological, and intellectual origins of dissent in Russia, from the reign of Catherine the Great to the present. Examines the rise of the intelligentsia, the development of the revolutionary movement, the impact of Stalin's purges, and the emergence of the Soviet dissidents.
Prerequisite: Junior standing or permission of instructor.
3 Lect Hrs
3 Credits

Hist 426 Literature and History, Russia 1825 to 1917
Ms Kingston-Mann
The interaction between Russian literature and Russian history between 1825 and 1917.
Prerequisite: Junior standing or permission of instructor.
3 Lect Hrs
3 Credits

Hist 428 The Germanies Since 1945
Mr Bookbinder
This course traces the emergence of the two distinct German states from a common heritage.
Prerequisite: Junior standing or permission of instructor.
3 Lect Hrs
3 Credits

Hist 429 Hitler, A Man and His Times
Mr Bookbinder
A focus on the life and career of Adolf Hitler to elucidate an important period in German and European history.
Prerequisite: Junior standing or permission of instructor.
3 Lect Hrs
3 Credits

Hist 431 The French Revolution
Mr Hunt
History of the efforts of the French people to overthrow the social system of the old regime and to replace it with one more suited to their needs.
Prerequisite: Junior standing or permission of instructor.
3 Lect Hrs
3 Credits

Hist 433 Mussolini and Italian Fascism
Mr DiScala
An analysis of Mussolini's personality and of Fascist doctrine and practice. The nature of Fascism, its origins and its significance for the modern world will be examined. The influence of Italian Fascism in other countries of Europe and in America will be discussed.
Prerequisite: Junior standing or permission of instructor.
3 Lect Hrs
3 Credits

Hist 437 The Jewish Mind to 1600
Mr Segal
Foundations of Jewish thought and institutions from the age of the Talmud to the early modern period. Characteristic features of Talmudic law and lore, medieval Jewish philosophy, mysticism, and humanism will be examined, with attention to historical context and Biblical background.
Prerequisite: Junior standing or permission of instructor.
3 Lect Hrs
3 Credits

Hist 443 Marx and Freud: Studies in Modern Intellectual History
Mr McCarthy
A comparison of the approaches of Marx and Freud to political and social problems.
Prerequisite: Junior standing or permission of instructor.
3 Lect Hrs
3 Credits

History

Hist 446 History of Feminist Thought
Ms Gordon
An upper level survey of feminist theory, European and American. It will concentrate primarily on the development of feminist thought between the late eighteenth century and the present, reading such theorists as Wollstonecraft, Mill, Gilman, Marx, and contemporary women's liberation writers.
Prerequisite: Hist E112 or equivalent, a women's studies course and Junior standing.
3 Lect Hrs
3 Credits

Hist 450 Modernization, Nationalism, and Revolution in the Middle East I
Mr Ahmad
Impact of the Western world on the Middle East and the Middle Eastern response, especially the latter, from 1798 to 1914. Comparative analysis of the different societies of the area and their political, economic, and social structures.
Prerequisite: Junior standing or permission of instructor.
3 Lect Hrs
3 Credits

Hist 451 Modernization, Nationalism, and Revolution in the Middle East II
Mr Ahmad
Impact of the Western world on the Middle East and the Middle Eastern response, especially the latter, from 1914 to the present. Comparative analysis of the different societies of the area and their political, economic, and social structures.
Prerequisite: Junior standing or permission of instructor.
3 Lect Hrs
3 Credits

Hist 465 Twentieth Century Vietnam
Mr Hunt
Examination of the rural and pre-industrial Vietnamese social order as it evolved through phases of colonialism and World War, revolution and guerrilla warfare. The course proceeds from a Vietnamese perspective, illustrating the dilemmas faced by peasants in an era of modernization.
Prerequisite: Junior standing or permission of instructor.
3 Lect Hrs
3 Credits

Hist 478 Special Topics
Staff
Intensive study of topics in history. Course content and credit will vary each semester and will be announced during the advance registration period.
Prerequisite: Junior standing.
Hrs by arrangement
3 Credits

Hist 479 Special Topics
See Hist 478.

Hist 480 Seminar in European History
Staff
A problem course intended to give training in historical research and writing. The field of European study varies each semester.
Prerequisite: Junior standing.
3 Lect Hrs
3 Credits

Hist 481 Seminar in American History
Staff
A problem course intended to give training in historical research and writing. The field of American study varies each semester.
Prerequisite: Junior standing.
3 Lect Hrs
3 Credits

Hist 482 Seminar in Latin American History
Ms Schneider
A problem course intended to give training in historical research and writing. The field of Latin American study varies each semester.
Prerequisite: Junior standing.
3 Lect Hrs
3 Credits

Hist 483 Marxist Historiography
Ms Gordon
Readings of some of the historical writings of Karl Marx and more recent historians writing from a Marxist perspective, such as W E B Dubois, E P Thompson, Eugene Genovese, Sheila Rowbotham, and others. In the second half of the seminar, students are asked to prepare either a research paper on some topic of modern history using some aspects of a Marxist analysis or a critical paper about the work of a Marxist historian.
Prerequisite: Junior standing.
3 Lect Hrs
3 Credits

Hist 484 Works of Great Historians
Mr Grossman
Seminar in methods. The purpose is to acquaint the majors in history with the works of great historians. The historical method, literary style, and ideological orientation in the works to be studied are carefully examined.
Prerequisite: Junior standing.
3 Lect Hrs
3 Credits

Hist 487 Cooperative Education/Internship, History
Staff
Through the cooperative education/internship program majors in the history department are placed in paid work assignments or non-paying internships which relate to studies in applied history. Work periods are generally six months and begin in either January or July. Students are placed by the cooperative education/internship office and awarded credit for study in conjunction with the work experience: typically six credits for full time work and three credits for part time work. Credit is awarded only to students who successfully complete a study plan submitted to and approved by a member of the department. The plan should detail a body of work equivalent to that expected in a classroom-based course for the same number of credits. The study plan should include appropriate reading and writing assignments.
Prerequisites: Sophomore standing, permission of the department chairperson, the director of cooperative education, and the instructor. By application and interview only.
3-6 Credits

Hist 488 Independent Reading
Staff
Guided reading and research; may be used in departmental honors program.
Prerequisite: Junior standing.
Hrs by arrangement
3 Credits

Hist 489 Independent Reading
See Hist 488.

History

Hist 490 Honors Thesis
Staff
A major research paper written under the supervision of a member of the department and defended before an Honors Committee. Students completing this work successfully will graduate with Honors in History.
Prerequisites: Senior standing as a History major, a 3.0 general cumulative average, and a 3.3 cumulative average in history.
Hrs by arrangement
3 Credits

Hist 610 American Historical Tradition
Staff
This course will explore the major schools of American historical interpretation and will study the historical controversies that surround major developments in the history of the United States. Among the many historians to be discussed are Bancroft, Turner, Beard, Hofstadter, and Williams.
Prerequisite: Graduate standing or permission of instructor.
3 Lect Hrs
4 Credits

Hist 615 European Historical Tradition
Staff
The history of European historical writing from Voltaire to Toynbee, with emphasis on the historians of the nineteenth century.
Prerequisite: Graduate standing or permission of instructor.
3 Lect Hrs
4 Credits

Hist 620 Biography
Mr Shatz
The art and craft of biographical writing. The course will examine a variety of approaches to biography, e.g., psychobiography, literary biography, political biography. Representative examples of each of these approaches will be analyzed. Particular attention will be paid to the retrieval and critical use of biographical materials, such as autobiography, archives, oral sources.
Prerequisite: Graduate standing or permission of instructor.
3 Lect Hrs
4 Credits

Hist 640 England, America and Revolution
Mr Smuts, Mr Chu
This course will examine the nature of politics and political practice in both the colonies and Great Britain during the 18th century. The major focus on the course will be the ways in which distinctive English and American political cultures emerged out of a common tradition.
Prerequisite: Graduate standing or permission of instructor.
3 Lect Hrs
4 Credits

Hist 645 History and Social Theory
Mr McCarthy
This course examines the relation between history and social theory as exemplified in two major traditions of 19th century thought—Conservative and liberal. Among the figures to be discussed are Burke, Tocqueville, Mill and JF Stephen.
Prerequisite: Graduate standing or permission of instructor
3 Lect Hrs
4 Credits

Hist 650 Tocqueville and His Age
Mr McCarthy
The purpose of this course is to explore the uniqueness and complexity of Tocqueville's political and social thought. It will examine Tocqueville's studies of America, England, and France, both with respect to their intrinsic historical and theoretical value and to their relation to modern scholarship.
Prerequisite: Graduate standing or permission of instructor.
3 Lect Hrs
4 Credits

Hist 656 Topics in the History of Charlestown
Mr Brown
A seminar on selected topics in the development of Charlestown, a Boston neighborhood, from the late 18th century to the present.
Prerequisite: Graduate standing or permission of instructor.
3 Lect Hrs
4 Credits

Hist 670 Introduction to Archival Methods
Staff
An introduction to archives with instruction in the techniques of collection, survey, description, appraisal and arrangement of manuscripts and records. Eight classes will be taught and students will be asked to participate in four working field trips to local repositories. The course is seen both as basic instruction in archival principles and practice for potential users. Theoretical readings will be limited, and the emphasis will be on practical exercises in the arrangement, description, survey and appraisal of records.
Prerequisite: Graduate standing or permission of instructor.
3 Lect Hrs
4 Credits

Hist 671 Fieldwork and Seminar in Archival Methods
Staff
Each student will design and carry out an advanced field project in archives or manuscripts. Seminars will be used to critique project proposals and workplans, review results, and examine general problems in archival methods that are encountered through project work.
Prerequisite: Graduate standing or permission of instructor.
3 Lect Hrs
4 Credits

Hist 681 Topics in European History
Staff
Examinations of important themes in European political and social, cultural and intellectual history. Topics will vary.
Prerequisite: Graduate standing or permission of instructor.
3 Lect Hrs
4 Credits

Hist 682 Topics in American History
Staff
Examinations of important themes in American political and social, cultural and intellectual history. Topics will vary.
Prerequisite: Graduate standing or permission of instructor.
3 Lect Hrs
4 Credits

Humanities Courses

Human C125 (Hist) The Image of Man in Western Thought
Mr McCarthy, Mr Powers
This course examines the theme of human nature as reflected in the great works of the Western tradition. Included are works by Plato, St Augustine, Hobbes, Rousseau, and Freud. Students will develop skills in verbal expression by writing papers on each of the texts, and papers involving comparison of two or more. These papers will be carefully evaluated with respect to logical coherence, grammar and style. Reading skills will be developed by the analysis of difficult and complex tests.
Core Area: Philosophical and Humanistic Studies.
3 Lect Hrs
3 Credits

Human C271 (Ger) The Literature of the Holocaust
Mr Hoelzel
An analysis of, primarily, the imaginative literature written about Jewish suffering and death under the Nazis. The course will begin with a brief history of the Holocaust. On occasion the course will include a guest lecture as well as an interview with a survivor.
Core Area: Philosophical and Humanistic Studies.
3 Lect Hrs
3 Credits

Human E250 (Engl and Music) Popular Song
Mr Grove, Mr Patterson
The study of lyrics and music and their various elements and styles in American popular songs, focusing on ballads from Irving Berlin to Rodgers and Hart to Stephen Sondheim, rhythm and blues, and beyond.
Core Area: The Arts
3 Lect Hrs
3 Credits

Human 254 (Ger) Romanticism and European Literature
Mr Ott
The course focuses in lecture and discussion on the manifestation in literature of the Romantic Movement in Europe as one of the historic forces still shaping all our lives. The development of Pre-Romanticism and Romanticism in England, Germany, and France is traced via representative readings (Goethe's *Sorrows of Young Werther,* Eichendorff's *Memoirs of a Good-for-Nothing,* Chateaubriand's *Atala*) and poetry (by such figures as Goethe, Eichendorff, V Hugo, Wordsworth, Coleridge, Shelley). It will be seen how certain Romantic notions of the individual, of love, and of nature, still influence our thinking and feeling and ways of dealing with the world.
3 Lect Hrs
3 Credits

Human 265 (Ger) Pacting with the Devil—The Faust Tradition
Mr Hoelzel
A lecture course emphasizing critical interpretation of major texts in the Faust tradition by Marlowe, Goethe, and Thomas Mann. Attention is given to the evolution of the legend and to other adaptations of Faustian material.
Prerequisite: Engl 101 or permission of instructor.
3 Lect Hrs
3 Credits

Human 283 (Engl) The Image of Women in Literature
Ms Dittmar, Ms Washington
Archetypes and stereotypes of women in works by such writers as Chaucer, Shakespeare, Flaubert, Hawthorne, James, Ibsen, Chekhov, Hemingway, Faulkner, Mailer and Lessing.
3 Lect Hrs
3 Credits

Human 345 (Engl) Fantasy and Utopia
Mr Crossley
A study of types and modes of fantasy in literature, such as science fiction, utopian romance, fairy-tale, satiric voyage, and tales of the preternatural.
3 Lect Hrs
3 Credits

Human 405 (Engl and Hist) Innocence: The Quest from Sophocles to Sam Beckett
Ms Watkins, Mr Helms
Combining literary analysis and intellectual history, the course will examine the concepts of innocence and guilt in the Western ethical tradition. Readings from ancient myth, the Bible, Sophocles, Milton, Blake, Dostoevsky, Kafka, Dylan, Beckett, et al.
3 Lect Hrs
3 Credits

Interdisciplinary Courses

Interd D125 (Chem) Science for Humane Survival I
Mr Alper
This course deals with the role of science in our society. It develops the perspective that scientific problems and controversies cannot be divorced from their political, economic, and social implications. After some introductory discussion of scientific methodology, validation of scientific theories, and questions concerning the objectivity of science, the class will turn to some critical "global" problems. These include problems centering on population, natural resources, food production, environmental pollution, and energy. No scientific background is assumed, but enough science will be presented in the course to permit meaningful discussion. This course has no prerequisites. Core Area: Natural Sciences.
3 Lect Hrs/1 Disc Hr
3 Credits

Interd D126 (Chem) Science for Humane Survival II
Mr Alper
This course deals with the role of science in our society and focuses on "local" problems. Among the topics discussed are food and nutrition, health care, scientific management, and several aspects of biological determination including social Darwinism, genetic screening, IQ, sex roles, sociobiology, and cloning. No scientific background is assumed, but enough science will be presented in the course to permit meaningful discussion. This course has no prerequisites. Core Area: Natural Sciences.
3 Lect Hrs/1 Disc Hr
3 Credits

Interd 104 Into the Ocean World: Marine Studies Seminar
Staff
An interdisciplinary course introducing the many disciplines that touch on the sea—the marine sciences, maritime history, marine politics and economics, and marine art and literature. Team-taught by experts in the sciences, social sciences, humanities and arts, the course is designed to highlight the sea's complexity and the far-reaching consequences of our interactions with it. Students will not become expert in any one aspect of marine study. Rather, they will learn to interrelate the many perspectives required to understand the marine environment and to make decisions about the oceans. Admission to the course by application and interview only.
3 Lect Hrs, Field trips
3 Credits

Interd 105 (PolSci) Industrial Society—Concepts and Conceptualization in the Social Sciences
Mr Simonds
An introduction to the concepts and methods of the various social sciences by means of prediscipliniary investigation of the phenomenon of industrial society. Meets one semester of the freshman writing requirements.
6 Lect/Disc Hrs
6 Credits

Interd 106 History of Seafaring Based on Maritime Archaeology
Staff
An introductory historical survey of maritime transportation, trade, travel, exploration and warfare from approximately 3500 BC to the end of the wooden boat era in the late 19th Century. Information based on the remains of actual shipwrecks from the traditional historical periods will be analyzed in the context of the cultures and societies which produced them. Literary and art historical sources will also be studied.
3 Lect Hrs
3 Credits

Interd 107 Water, Water: Planning for the Future
Staff
An interdisciplinary introduction to our most precious resource. Water has shaped our bodies, our planet, our history, and our culture. How we manage it will shape our future. Because of increasing demand, waste, and pollution, we are depleting—and risk destroying—the limited supply of usable fresh water on earth. This course will look at water from scientific, historical, and cultural viewpoints and will survey contemporary water problems in all their dimensions: political, economic, and technological.
3 Lect Hrs
3 Credits

Interd 108 (Biol) Marine Mammals: Biology and Conservation
The course is designed to familiarize students with the biology and natural history of marine mammals. Emphasis is placed on whales, dolphins and seals of the North Atlantic but species from all over the world will be discussed. Topics will include evolution, anatomy, behavior, field identification, the history of whaling and contemporary conservation problems. In addition to lectures students will spend one three hour session in a laboratory performing a dissection and will participate in two to three marine field trips to Stellwagen Bank.
Prerequisites: Biol D111 and D112, or equivalent.
3 Lect Hrs, lab and field trips
3 Credits

Interd 190 Health and Medicine
Staff
Discussion of the special academic skills needed in math and science to be a successful Pre-Med, the opportunities and careers in the health field, and the skills needed in health fields, including clinical and applied research skills in science and related areas. The course focuses not only on an analysis of skills needed in medicine and the health sciences, but also on how to assess one's own strengths and weaknesses in these areas. Workshops are held to improve specific skills in math and science and students are introduced to clinical and applied research skills in science and health-related areas. Pass-Fail only.
Prerequisite: Permission of instructor.
1 Credit

Interd 354 (Biol and Chem) Introduction to Biochemistry Lecture
Mr Laufer, Mr Mariani
Structure, chemistry and metabolism of nucleic acids, lipids, proteins and carbohydrates.
Prerequisite: Chem 254.
3 Lect Hrs
3 Credits

Interd 358 (Biol and Chem) Introduction to Biochemistry
Mr Laufer, Mr Mariani
Structure, chemistry and metabolism of nucleic acids, lipids, proteins and carbohydrates. Laboratory provides experimental training in preparation, analysis and characterization of natural products.
Prerequisite: Chem 254.
3 Lect Hrs, 3 Lab Hrs, 1 Disc Hr
5 Credits

Program in International Relations

Director

Associate Professor Primo Vannicelli

The Program

The International Relations Program is designed to provide students with a rigorous and structured foundation in the study of international affairs. It is an interdisciplinary program based in the Political Science Department, and designed for both matriculated and non-matriculated students. It allows matriculated students with an interest in international affairs to develop a coherent program of elective courses outside their major. It is suitable for those non-matriculated students who might want to expand their knowledge of international affairs and to acquire formal credit for doing so.

The formal courses included under the Program offer both general introductions to and in-depth study of the peoples and cultures of different world regions, the forces and institutions shaping the world economic system, and the making and unmaking of relationships among nations and their governments. In addition to the courses, the program provides a number of activities to help expand students' familiarity with the world and its workings: a speaker series on international relations, a series on careers in international relations, occasional film showings, an internship program, and field trips or field projects (e.g., the annual participation in the Model United Nations).

International Relations offers a means for students to broaden their knowledge of the world systematically; it may improve the student's background for postgraduate professional training, open up possibilities for career choices, or improve a student's capacity for his or her current career. It also provides a means for students from many different countries and cultures to learn about, and with, each other.

Requirements and Recommendations

For Admission:

Although any degree-seeking student at UMass/Boston may enroll in the program, the program requirements and demands will most easily be met by students who have already completed at least three social science courses. Non-degree-seeking students will receive a certificate of completion, and should have completed three social science courses prior to admission to the program.

For Completion:

Requirements for the program include the following courses:

I. PolSci C220 (International Relations)

II. Five elective courses distributed among the following subfields:

A. Area and sociocultural studies

B. International political economy

C. Foreign policy and transnational relations

Students must complete at least one course in each of these; no more than two may be counted in area and sociocultural studies. A maximum of two electives from any one department will be counted.

III. Four semesters of a foreign language, or demonstrated competence in a foreign language at a level equivalent to two years of study.

IV. IR L499 (Senior Project on International Relations)

Additional Recommendations

Students in the program are encouraged to take advantage of the University's semester-abroad and year-abroad options, or of other academic exchanges. Such plans should be discussed with the student's academic advisor in the program as early as possible, to facilitate completion of the program within a reasonable time.

Transfer Credit Policy

Transfer students should see the Director to discuss the suitability of transferred courses for credit in the program.

Courses Relevant to the Program

The following is a representative, not an exhaustive listing of courses currently accepted for credit within the program. Because course contents change from year to year, students should consult with their academic advisor in the program in choosing their courses each term.

College of Arts and Sciences:
Anth E251 (Peasant Society)
Anth C271 (Peoples and Cultures of the Middle East)
Anth C272 (Peoples and Cultures of Africa)
Anth C273 (Peoples and Cultures of Mesoamerica)
Anth 274 (Peoples and Cultures of the Caribbean)
Anth 351 (Evolution of Culture)
Anth 358 (Power and Conflict in Non-Western Societies)
Anth 359 (Economic Systems of Non-Industrialized Societies)
Anth 363 (Cultural Ecology)
Anth 451 (Development Anthropology)
BISt 310 (Modern Caribbean Society)
BISt 330 (Politics of Southern Africa)
EASt E160 (East Asian Civilizations I)
EASt E161 (East Asian Civilizations II)
Econ 335 (International Economics)
Econ 336 (Economic Development)
Econ 337 (The African Economy)
Econ 338 (The Latin American Economy)
Econ 372 (Comparative Economic Systems)
Econ 435 (The Multinational Corporation)
Econ 470 (Special Topics: International Political Economy and the Third World)
GES 151 (Human Geography)
GES E227 (Marine Resources)
GES 249 (World Regional Geography)
GES 251 (Geography of Latin America)
GES 252 (Geography of Europe)
GES 253 (Geography of Middle East and North Africa)
GES 285 (Economic Geography)
GES 350 (Geography of Underdeveloped Countries)
GES 351 (Population Geography)
GES 352 (Political Geography)
Hist E153 (Modern African Civilization)
Hist C230 (Nationalism in the Modern World)
Hist 315 (Europe in the Twentieth Century I)
Hist 316 (Europe in the Twentieth Century II)
Hist 322 (Britain and the Empire Since 1850)
Hist 324 (Modern Russian History)
Hist 331 (Modern France: 1789 to the Present)
Hist 334 (Italy from 1815 to the Present)
Hist 336 (Spain since 1713)
Hist 348 (War in the Western World)
Hist 352 (Problems in African Civilization)
Hist 355 (Colonial Latin America)
Hist 356 (Latin America Since Independence)

International Relations

Hist 361 (Modern China)
Hist 363 (Modern Japan)
Hist 364 (From Rebellion to Independence: History of India Since 1857)
Hist 387 (American Foreign Policy)
Hist 428 (The Germanies Since 1945)
Hist 429 (Hitler: The Man and His Time)
Hist 439 (Mussolini and Italian Fascism)
Hist 451 (Modernization, Nationalism, and Revolution in the Middle East)
Hist 480 (Seminar in European History: The Cold War)
Hist 480B (Seminar in European History: Germany Since 1945)
Lat Am 100 (Native Peoples of South America)
LatAm 101 (Culture and Society in Contemporary Latin America)
LatAm 290 (Central America: Society and Culture)
LatAm 303 (History of Reform and Revolution in Latin America)
Phil 337 (Third World Political Philosophy)
PolSci E201 (Comparative Politics of Industrialized Societies)
PolSci E202 (Comparative Politics of Third World Nations)
PolSci 353 (European Political Development)
PolSci 354 (Postwar European Problems)
PolSci 360 (Government and Politics of Britain)
PolSci 361 (Politics of Eastern Europe)
PolSci 363 (Government and Politics of the Soviet Union)
PolSci 371 (Latin American Government)
PolSci 375 (Third World Development in International Perspective)
PolSci 387 (Government and Politics of China)
PolSci 391 (Government and Politics of Africa)
PolSci 410 (Politics of International Economic Relations)
PolSci 411 (International Organizations)
PolSci 415 (Law and International Relations)
PolSci 420 (Imperialism)
PolSci 424 (American Foreign Policy)
PolSci 430 (Foreign Policy of the Soviet Union)
PolSci 477 (Special Topics; subject matter varies)
Psych 290A (Psychology of Nuclear Issues)
Sociol C272 (Modernization)
Sociol 373 (Population and Ecology)

College of Management:
AF 626 (International Financial Management)
MGT 665 (Management: An International Perspective)
MKT 674 (International Marketing)

IR L499 Senior Project in International Relations
Staff
Students will carry out a focused project aimed at integrating the knowledge gained from courses taken as electives. Projects may take the form of research papers, independent study, work-related research, or internship with an organization or firm with international orientation. Seminar format will provide framework for discussion of experiences and common core of readings.

Irish Studies Program

Director

Thomas B O'Grady, Assistant Professor

The Program

The Irish Studies Program is an interdisciplinary program designed to provide students with the opportunity to study Irish and Irish-American culture, primarily through literature and history. Course offerings cover major aspects of Irish culture from ancient times to the present.

Courses in Ancient Ireland and Early Celtic Literature in Translation provide students with a basis for understanding the subsequent character of Irish culture. A study of Irish history from the 17th century to the present links old Ireland and new. Courses on the Irish Literary Renaissance provide an understanding of a period of great achievement in world literature particularly through the study of Ireland's most noted writers, James Joyce and William Butler Yeats. Study of the development of Ireland in the 20th century focuses on the social and political upheaval surrounding the uprising of 1916, partition, civil war, and the general emergence of an independent Irish Republic. Study of recent Irish writing examines continuing literary achievement in Ireland, particularly in modern Ulster.

Requirements and Recommendations

Six courses are required for completion of the Irish Studies Program. Whenever possible, students should take History 339, English 414, or Irish Studies 201 before enrolling in courses which focus upon more recent material. Students are strongly urged to plan their course of studies in consultation with the director of the program to ensure a broad exposure to the field of Irish Studies.

Courses (Asterisked courses may count toward the concentration when a substantial portion of the student's work in the course is on an Irish topic and when the course is approved by the Program Director.)

IrSt 201 Ancient Ireland
IrSt 301 Contemporary Northern Ireland I
IrSt 302 Contemporary Northern Ireland II
*Engl 324 Short Story
Engl L377/AmSt L377 Irish-American Literature and Culture
Engl 391 Joyce
Engl 392 Yeats
Engl 414 Early Celtic Literature in Translation
Engl 415 Irish Literature
Engl 419 Recent Irish Writing
*Engl 478, 479 Independent Study I and II
*Thr Art 213 American Theatre Before O'Neill
*Hist C230 Nationalism in the Modern World
*Hist 322 Britain and the Empire Since 1850
Hist 339 Irish History, 1688 to Present
*Hist 395 History of Boston
*AmSt 303 Charlestown: The Historical Study of an Old Neighborhood
*AmSt 305 The Immigrant Experience: Aliens & Anglo-Saxons in American Society, 1830-1930
*Hist 390 The Kennedys of Boston

Transfer Credit Policy

Credit for courses taken elsewhere may be negotiated with the Program Director.

IrSt 201 Ancient Ireland
Mr Bowen
A cultural and historical survey of Ireland from the prehistoric period to the end of the middle ages. The course will examine such topics as the following: Ireland's pre-Celtic inhabitants and their archeology; Celtic population groups, their religion and social organization; the religious and artistic heritage of Celtic Christianity; and the impact of Norse and Norman invasions on the native civilization.
3 Lect Hrs
3 Credits

IrSt 301 Contemporary Northern Ireland
Mr O'Malley
This interdisciplinary course will study the conflict in Northern Ireland, together with its background and origins. Sudents will read and discuss the history, sociology, politics and literature of the two Ulster communites in order to understand their different hopes, fears, values and personalities. Various proposed solutions to the "problem" of Northern Ireland will be considered in the light of this understanding.
Prerequisites: Sophomore standing or permission of instructor.
3 Lect Hrs
3 Credits

IrSt 302 Issues in Northern Ireland
Mr O'Malley
Students will embark on courses of independent study (each student in a different area) to enhance their understanding of a particular aspect of the Northern Ireland problem, and the relationship of each to the whole. These areas include policing/security, discrimination in employment, segregation of education, pervasive political alienation, an examination of current proposals to break the stalemate, the question of consent, aspirations and identity, relationships between economic conditions and violence, and the hunger strikes.
Prerequisites: IrSt 301 or equivalent, and permission of instructor.
3 Credits

Department of Italian

Faculty

Antonio Carrara, Associate Professor and Chairperson; Associate Professor Gerald C Volpe; Assistant Professor Fiora Bassanese

The Department

The department offers courses in elementary language study to small groups of students, with a language laboratory to augment the work of the classroom. For those who have some knowledge of the language, there are intermediate and advanced courses in the language arts, composition, conversation and stylistics. They can lead to study in the department's major, which includes courses in the various periods of Italian literature, Italian culture, and advanced language. The department offers, as well, courses in English on various aspects of Italian culture, such as politics, literature and cinema, women's studies, and the Italian-American experience. Courses range from the traditional lecture course to the small seminar on a particular topic.

Requirements

Students wishing to major in Italian must have achieved intermediate competence before embarking on the major program itself.

The Major

All Italian majors must earn a minimum of 30 credits at the 300 level or higher, including:
Ital 301, 302 (Composition and Conversation; Advanced Grammar and Stylistics)
Ital 311, 312 (Introduction to Italian Literature, I, II)

Insofar as possible all majors should have taken these four courses as prerequisites for advanced literature courses. The remaining six courses must include at least one course from each of the following periods: 1. Middle Ages (thirteenth and fourteenth centuries); 2. Renaissance and Baroque (fifteenth through eighteenth centuries); and 3. Modern period (nineteenth and twentieth centuries). Exception to these requirements may be granted only by the departmental Curriculum Committee.

The Minor

Students majoring in another discipline may minor in Italian. They should discuss their program with the departmental chairperson. Minimal requirements include:

1. Intermediate proficiency (Italian D201 and D202)
2. Italian 301 (Advanced Composition and Conversation), or Italian 305 (Language of Modern Italy).
3. One course to be chosen from the deparmental offerings in English
4. Two advanced courses (300 level or above) to be chosen from the departmental offerings in Italian.

Honors

To graduate with honors, a student must: 1. achieve a 3.5 average in his or her Italian studies; 2. submit to the Italian Department a short research paper written during the second semester of his or her senior year under the supervision of the departmental advisor; 3. take the comprehensive examination; 4. be recommended by the departmental Honors Committee; and 5. attain a 3.0 overall grade average.

The student may elect to discuss his or her honors paper in an open departmental meeting instead of taking the oral part of the comprehensive examination.

The department grants 6 credits toward the total 30 major credits for successful completion of the honors program.

Transfer Credit Policy

A student who transfers from another accredited institution may be granted up to fifteen credits toward the major requirement. Transfer students must, however, consult with the chairperson of the department as early as possible after registration.

Ital D101 Elementary Italian I
Staff
For students who have no creditable training in Italian; intensive practice in the four language skills, with an audio-lingual approach.
Core Area: Foreign Languages.
4 Lect Hrs, 2 Lab Hrs
4 Credits

Ital D102 Elementary Italian II
Staff
The continuation of Ital C101.
Prerequisite: Ital D101 or equivalent.
Core Area: Foreign Languages.
4 Lect Hrs, 2 Lab Hrs
4 Credits

Ital D105 Intensive Oral-Aural Italian
Ms Bassanese
An accelerated language course that covers the entire elementary level in one semester, emphasizing listening and speaking skills. Intensive work in conversation, grammar and vocabulary. Open to all students with no previous academic training in Italian. Upon completion students may enter the intermediate level.
Prerequisite: Permission of department.
Core Area: Foreign Languages.
6 Lect Hrs
6 Credits

Ital C165 Masterpieces of Italian Literature
Mr Volpe
Representative Italian masterpieces in English, from the Middle Ages to the twentieth century, such as Dante's *Vita Nuova*, Petrarch's love lyrics, Boccaccio's short stories, Macchiavelli's *The Prince*, Goldoni's theater, Leopardi's poetry, and Moravia's novels, each studied in the context of its contemporary civilization. The literary texts serve as models of artistic creativity, and the fundamental principles of art will be examined.
Core Area: The Arts.
3 Lect Hrs
3 Credits

Ital D201 Intermediate Italian I
Mr Carrara and Staff
An intensive review of grammar and further study of audio-lingual skills with correlated readings in Italian culture.
Prerequisite: Ital D102 or equivalent.
Core Area: Foreign Languages.
4 Lect Hrs, 2 Lab Hrs
4 Credits

Ital D202 Intermediate Italian II
Mr Carrara and Staff
A continuation of Ital D201.
Prerequisite: Ital D201 or equivalent.
Core Area: Foreign Languages.
4 Lect Hrs, 2 Lab Hrs
4 Credits

Ital E260 Tradition and Change in Italian Culture
Ms Bassanese
The roots of Italian culture lie in both the middle ages and in the Greco-Roman heritage of the peninsula. These traditions continue into contemporary Italian life, giving coherence and a unifying identity to a land formed of distinct regions, linguistic groups, and sociohistorical experiences. The course explores how succeeding generations integrated and reinterpreted their cultural past in literature, the fine arts, philosophical thought, and social history from the 14th to the 20th century. The course will be conducted in English.
Prerequisite: Sophomore standing or permission of department.
Core Area: Historical and Cultural studies.
3 Lect Hrs
3 Credits

Ital C267 The Renaissance View of Man
Staff
A study of Renaissance man's ideals concerning culture, education, artistic creativity, civic values, societal roles, and love, through a critical reading of pertinent texts. Readings and discussions in English.
Core Area: Philosophical and Humanistic Studies.
3 Lect Hrs
3 Credits

Italian

Ital E268 The Italian-American Experience—Literature and Society
Mr Volpe
A study of the contribution of Americans of Italian descent to American civilization, and of the interaction of the two cultures, through works of fiction and non-fiction. Consideration of the regions from which the original immigrants came. Readings and discussions in English.
Core Area: Historical and Cultural Studies.
3 Lect Hrs
3 Credits

Ital C273 Feminine Presence in Italian Culture
Ms Bassanese
Topics pertaining to the role of women in the formation of Italian culture since the Middle Ages. An interdisciplinary approach stressing literature, the arts, and social history. Topics include: women in the Italian Renaissance, women in love and literature, and motherhood. Texts will be selected from works by and about women, including poetry, autobiography, fiction, and history. Readings and discussions in English.
Note: WoSt C100 or C150 are recommended, although not required, as preparation for this course.
Core Area: Historical and Cultural Studies.
3 Lect Hrs
3 Credits

Ital E276 The Italian Cinema
Staff
An in-depth look into the thematic and technical development of the Italian cinema in the context of literary and social history from neo-realism through the 1960's. Films by Rossellini, Visconti, De Sica, Fellini, Antonioni, and Pasolini. No knowledge of Italian required.
Core Area: The Arts.
3 Lect Hrs
3 Credits

Ital 261 The Contemporary Italian Novel
Ms Bassanese
An analysis of the leading artistic and social problems of the twentieth century in works by such representative authors as Levi, Vittorini, Moravia, Silone, Svevo, Pavese, Pasolini, and Pratolini. Readings and discussions in English.
3 Lect Hrs
3 Credits

Ital 262 The Theatre of Italy
Ms Bassanese
The evolution of the theatre from the Renaissance to the Avant-Garde. Readings and discussions in English.
3 Lect Hrs
3 Credits

Ital 265 Masterpieces of Italian Literature
Staff
A study of the representative authors from the middle ages to the modern era. Readings and discussions conducted in English.
3 Lect Hrs
3 Credits

Ital 266 Political Thought in Italian Literature
Mr Bisaccia
Political ideas from medieval universalism to modern nationalism. Readings and discussions in English.
3 Lect Hrs
3 Credits

Ital 270 Dante's Divine Comedy
Mr Volpe
A close reading of Dante's masterpiece—*Inferno, Purgatory, Paradise*—in the context of medieval civilization. Readings and discussions in English.
3 Lect Hrs
3 Credits

Ital 275 Italian Culture and Civilization
Staff
A study of the major contributions of Italy to world culture and civilization from the 13th century to the present day. No knowledge of Italian required.
3 Lect Hrs
3 Credits

Ital 298 Tutorial I
Mr Carrara
A course designed to assist students majoring, or wishing to major, in Italian, in those areas where individual problems of learning or preparation need to be resolved.
Prerequisite: Ital D202 or departmental prognostic test.
Hrs by arrangement
1-2 Credits

Ital 299 Tutorial II
Mr Carrara
See Ital 298.
Prerequisite: Ital D202 or departmental prognostic test.
Hrs by arrangement
1-2 Credits

Ital 301 Italian Composition and Conversation
Ms Bassanese
An intensive review of grammar, exercises in free composition, and advanced conversational practice.
Prerequisites: Ital D102 or equivalent and permission of department.
3 Lect Hrs
3 Credits

Ital 302 Advanced Grammar and Stylistics
Mr Carrara
The main objective of this course is to give students a more complete knowledge of Italian morphology and syntax, and a more detailed comprehension of style and literary genres. Various methods will be employed, including written translation from English to Italian and a structural analysis of Italian texts.
Prerequisite: Ital 301 or equivalent.
3 Lect Hrs
3 Credits

Ital 305 Language and Modern Italy
Ms Bassanese
An advanced course in contemporary Italian usage. Analysis of diverse linguistic models, translation and comparative study of English and Italian. Discussion of regional differences in speech, development of idiomatic and specialized vocabulary, and an exploration of genre and style.
Prerequisites: Ital D201 and D202 or equivalent.
3 Lect Hrs
3 Credits

Ital 311 Introduction to Italian Culture through Literature I
Staff
A survey of Italian literature as a reflection of Italian civilization from the Middle Ages to the Renaissance.
Prerequisite: Ital D202.
3 Lect Hrs
3 Credits

Ital 312 Introduction to Italian Culture through Literature II
Staff
A continuation of Ital 311. A survey of Italian literature as a reflection of Italian civilization from the Renaissance to the modern period.
Prerequisite: Ital D202.
3 Lect Hrs
3 Credits

Ital 320 Dante and the Duecento
Mr Carrara
Dante's lyric poems examined in the light of the Italian lyrical tradition from the Sicilian school to the Dolce Stil Nuovo.
Prerequisite: Italian 311 or permission of department.
3 Lect Hrs
3 Credits

Ital 321 Dante—Commedia I
Mr Volpe
Selections from the earlier works of Dante as an introduction to the study of the *Commedia*. This semester is devoted to the *Stil Nuovo*, the *Vita Nuova*, and a close reading of the *Inferno*.
Prerequisites: Ital 311 or equivalent and permission of department.
3 Lect Hrs
3 Credits

Ital 322 Dante—Commedia II
Mr Volpe
A close reading of the *Purgatorio* and the *Paradisio*.
Prerequisites: Ital 311 or equivalent and permission of department.
3 Lect Hrs
3 Credits

Italian

Ital 331 Petrarca and Boccaccio
Mr Carrara
An analysis and discussion of the works of these two masters as they reflect the humanist rejection of medieval mysticism and preoccupation with man's earthly condition.
Prerequisites: Ital 311 or equivalent and permission of department.
3 Lect Hrs
3 Credits

Ital 341 The Age of Humanism in Italy
Staff
The humanist literature of the Italian Renaissance in the light of the intellectual and artistic preoccupations of the age.
Prerequisites: Ital 311 or equivalent and permission of department.
3 Lect Hrs
3 Credits

Ital 342 The Italian Renaissance
Staff
Machiavelli, Castiglione, Ariosto, and Tasso as exponents of the multiple aspirations and achievements of Italy's Golden Age.
Prerequisites: Ital 311 or equivalent and permission of department.
3 Lect Hrs
3 Credits

Ital 381 Italian Literature of the 17th and 18th Centuries
Ms Bassanese
Marino, Vico, Goldoni, Parini, and Alfieri as examples of the development from the extravagance of the Baroque to the rationalism of the Age of Enlightenment.
Prerequisites: Ital 311 or equivalent and permission of department.
3 Lect Hrs
3 Credits

Ital 411 Neo-Classicism and Romanticism
Staff
An analysis of this complex movement in its exaltation of liberty and imagination during the revolutionary period of the Risorgimento when Italy became a nation. Monti, Foscoli, Leopardi, and Manzoni.
Prerequisites: Ital 312 or equivalent and permission of instructor.
3 Lect Hrs
3 Credits

Ital 431 The Modern Novel
Ms Bassanese
An analysis of such post-romantic literary trends as *"Verismo," "Regionalismo,"* and *"Neo-Realismo."* Some of the authors to be studied are Verga, Svevo, Pirandello and Silone.
Prerequisites: Ital 312 or equivalent and permission of department.
3 Lect Hrs
3 Credits

Ital 432 Contemporary Italian Novel
Mr Carrara
Such trends as *"Letteratura Di Costume," Il Romanzo Psicologico* and *"I Mimetici"* and the avant-garde movements are considered in the writings of Levi, Vittorini, Moravia, Pasolini and others.
Prerequisites: Ital 311 or equivalent and permission of department.
3 Lect Hrs
3 Credits

Ital 441 Modern Italian Poetry
Mr Volpe
A survey of the principal poets from Carducci to Saba, with emphasis on Hermeticism.
Prerequisites: Ital 311 or equivalent and permission of department.
3 Lect Hrs
3 Credits

Ital 445 Anglo-Italian Literary Relations
Staff
Influence of Italian literary motifs and forms on English literature, and the opposite current. Medieval Irish eschatological visions, Boccaccio and Chaucer, The Novella and Shakespeare, Petrarchism, Marino and Baroque poetry, and romanticism.
3 Lect Hrs
3 Credits

Ital 476 Cinema, E Letteratura
Staff
An in-depth look into the thematic and technical development of the Italian cinema in the context of the literary, social and cultural history from Neo-Realism to the present. Films by Rossellini, Visconti, DeSica, Fellini, Antonioni, and Pasolini. Discussions in Italian.
3 Lect Hrs
3 Credits

Ital 478 Readings and Research I
Staff
Especially recommended to seniors. Independent study and frequent consultations with a departmental advisor on a fairly broad aspect of Italian literature of special interest to the student.
Prerequisite: Permission of department.
Hrs by arrangement
3 Credits

Ital 479 Readings and Research II
Staff
See Ital 478.
Prerequisite: Permission of department.
Hrs by arrangement
3 Credits

Ital 480 Letteratura Dialettale Italiana
Mr Carrara
The impact of dialect poetry on Italian literature, particularly in the romantic period, in relation to Italian *"Questione Della Lingua."*
Prerequisites: Ital 311 or equivalent and permission of department.
3 Lect Hrs
3 Credits

Ital 490 Special Topics
Staff
In-depth study of a particular author, work, theme, or historical period. Course content will vary each time the course is offered. Students are invited to suggest topics of special interest to them.
Prerequisites: Ital 311 or equivalent and permission of department.
3 Lect Hrs
3 Credits

Ital 498 Honors Thesis in Italian I
Staff
Independent and original investigation of a specific aspect of Italian literature of special interest to the student, under the supervision of a departmental advisor.
Prerequisite: Permisson of department.
Hrs by arrangement
3 Credits

Ital 499 Honors Thesis in Italian II
Staff
See Ital 498.
Prerequisite: Permission of department.
Hrs by arrangement
3 Credits

Ital 500 History of the Italian Language
Mr Carrara
Survey of the evolution of Italian from spoken Latin to the modern language with analysis of texts from each major period.
Prerequisites: Ital 302 and 312 or equivalent.
3 Lect Hrs
3 Credits

Labor Studies Courses

LS 100 Introduction to Organized Labor In America
Mr Kronish, Ms Fine
This course provides an overview of the goals, policies, and practices of unions, examining effective bargaining, grievance, and arbitration procedures in particular, as well as the relationship between the labor movement and society.
3 Lect Hrs
3 Credits

LS 101 Freshman English I
(cross-listed as English 101)
Ms Dittmar, Ms Annas
Practice in writing on various kinds of topics relevant to the needs of working people; chosen to develop students' confidence and ability as writers. No fewer than eight papers will be assigned. Note that students may not take both LS 101 and English 101 for credit.
3 Lect Hrs
3 Credits

LS 125 Introduction to US Society
Mr Kronish
An examination of US society. Topics include: the nature of the economy; theories of class and status; the role of women; the impact of discrimination; the system of health care; and the role of education.
3 Lect Hrs
3 Credits

LS 160 Introduction to Labor History and the American Labor Movement
Mr Faler
Examines the work experience (wages, hours, conditions) in different eras from colonial times to the present; forms of collective organization such as unions and political parties; the nature of social class and class consciousness; the formation of and changes in working-class ideology; sources of cleavage such as ethnicity, race, skill, and sex; and the role of working people in the making of American history.
3 Lect Hrs
3 Credits

LS 205 Safety and Health
Mr Alper
An introduction to occupational safety and health. Topics covered include the principles of occupational safety and health, hazards in the workplace and their control, OSHA, workmen's compensation, the role of unions, and the health and safety analysis of a specific workplace.
Prerequisite: LS 100 or permission of instructor.
3 Lect Hrs
3 Credits

LS 215 Political Economy of New England
(cross-listed as Econ 215)
Mr Campen
An examination of the historical origins, present nature, and outstanding problems of our regional economy, with particular emphasis on Massachusetts. Topics include: historical trends in New England's economic structure; causes and consequences of business investment and location; workers and jobs; the political economy of taxes and government spending; state and regional economic policy making; and a critical evaluation of alternative strategies for economic development.
Note that students may not take both LS 215 and Econ 215 for credit.
3 Lect Hrs
3 Credits

LS 222 Social Justice
(cross-listed as Law and Justice 220)
Mr Blum, Ms Dittmar
An examination of some basic problems of social justice and their relation to more abstract philosophical ideas of justice. The course not only focuses on the ways that these ideas have been implemented, but also is concerned with the ways in which the principles of justice have been appealed to in criticizing social practices.
Note that students may not take both LS 222 and LawJus 220 for credit.
3 Lect Hrs
3 Credits

LS 228 Introduction to Labor Economics
Ms Stevenson
An examination of the functioning (and malfunctioning) of labor markets in the United States. Topics include labor force participation; factors affecting the supply of and demand for labor; analysis of wage differentials; the problems of poverty, discrimination, unemployment and inflation, and their relationship to labor markets; and the economic impact of collective bargaining.
3 Lect Hrs
3 Credits

LS 230 Collective Bargaining
Mr Kronish
An examination of the nature of collective bargaining in the United States. Topics include: the history and structure of collective bargaining; the negotiating process; the character of the written agreement; the legal basis for bargaining; the relationship between wages and prices; the content of the contract (wages and hours, fringe benefits, grievance procedures, worker and union security).
3 Lect Hrs
3 Credits

LS 250 Working People In Literature
Ms Dittmar, Ms Annas
Fiction, poetry, and autobiographical writing by and about the working class. We will consider such topics as power and powerlessness, working women, the black working class experience, the Great Depression, the immigrant experience, union organizing, the working class hero, and the American Dream. We will be concerned throughout the course with the relation between literature and society.
3 Lect Hrs
3 Credits

LS 292 Women and Work
Ms Stevenson
An examination of the participation of women in paid and unpaid work in contemporary America and other countries. Topics include historical changes in women's participation in the economy; intercultural comparisons of women's work and concepts of women's work; and the relation of women's status to the nature and development of capitalism.
3 Lect Hrs
3 Credits

Latin American Studies Program

Faculty

Associate Professor and Director Susan C Schneider; Associate Professor N Raymond, Instructor Estela Carrion

The Program

Latin American Studies is an interdisciplinary program designed for students interested in social sciences, Spanish and Portuguese literature, or management. Students may either take Latin American Studies as a program which appears on their transcripts as such or they may major in it alone or as part of a double major by means of the individualized majors program. Latin American Studies offers two main courses of study: a general and comprehensive consideration of the literary, economic, historical, anthropological, artistic and political currents in Latin America; and an overview of the living conditions of the 19 million Hispanics currently living in the United States.

Both courses of study prepare students for jobs in government and in both private and public agencies and/or prepare them to go on to graduate school. Many students enroll in Latin American Studies to gain richer and fuller understanding of their own life experiences or of those of the people around them.

Latin American Studies offers students the chance to immerse themselves in the mores and culture of Latin American and Caribbean people by sponsoring a yearly lecture series and a film series. These offerings help introduce students to each other and give them group experiences with others interested in the same field of study. Many students receive credit for studies done in Latin America.

Requirements

For Admission:

I. Sophomore standing; completion of at least one course in any of these disciplines: social sciences, Spanish and Portuguese, or management.

II. Knowledge of the Spanish or Portuguese language or a firm commitment to acquire such knowledge.

For Completion of the Program:

III. Two of the following four courses:

A. LatAm 101 (Latin American Society and Culture)

B. Hist 355 (Colonial Latin America)

C. Hist 356 (Latin America Since Independence)

D. Lat Am 301 (Hispanics in Urban America)

IV. Two elective courses.

V. The Latin American Studies Pro-Seminar (Lat Am 480) to be taken in the senior year.

Transfer Credit Policy

Transfer students should see the director to discuss the suitability of transferred courses for credit in the concentration.

Courses

Each year Latin American Studies offers a course entitled Hispanics in Urban America (Lat Am 301) taught by a leader in the Boston Hispanic community. Experts from private, municipal and state agencies come as guest speakers to acquaint students with the many and complex facets of urban situations faced by Hispanics. These experts also acquaint students with career opportunities in the Boston area.

Mini-Courses

The program offers a wide variety of mini-courses on such topics as "The Mayan World"; "Multinational Corporations"; "Social Aspects of Caribbean Literature"; "Comparative Caribbean Economics"; "Venezuelan, Peruvian and Chilean Political Change," and "Central American Revolutions."

Other Activities

To complement its academic offerings, Latin American Studies brings together students from the entire campus who are interested in Latin America. Latin American Studies has brought to the campus the Cuban Foreign Affairs Attache to the United Nations and other speakers to address a broad range of issues from Peruvian Marxism to the New Song Movement in Puerto Rico. Latin American Studies has also sponsored music groups, lectures, films, and other social events.

Departmental Courses Cross-Listed with Latin American Studies

In addition to the courses offered by the Latin American Studies program, the following cross-listed department courses fulfill requirements for the concentrator or individual major. Students should contact the Latin American Studies Office for assistance.

Anth E251 (Peasant Society)
Anth 231 (Prehistory & Ethnohistory of Mesoamerica—Mexico & Guatemala)
Anth C273 (Peoples and Cultures of Mesoamerica)
Anth 274 (Peoples and Cultures of the Caribbean)
Anth 371 (Afro-American Ethnology)
Anth 451 (Developmental Anthropology)
Anth 490 (Independent Research)
Art 478, 479 (Independent Study)
BlkSty 310 (Modern Caribbean Society)
Econ 335 (International Economics)
Econ 336 (Economic Development)
Econ 339 (Latin American Economy)
Econ 478 (Independent Study)
Hist 355 (Colonial Latin America)
Hist 356 (Latin America Since Independence)
Hist 482 (Comparative Slavery: Brazil and Cuba and the U.S.)
Hist 489 (Independent Study)
Ling 260 (Bilingualism)
Phil 337 (Third World Political Philosophy)
Phil 478, 479 (Independent Study)
Pol Sci E202 (Comparative Politics of Transitional Societies)
Pol Sci C220 (International Relations)
Pol Sci 371 (Latin American Government)
Pol Sci 375 (Third World Development)
Pol Sci 410 (Politics of International Economic Relations)
Pol Sci 478, 479 (Independent Study)
Port D101, D102 (Elementary Portuguese)
Port D201, D202 (Intermediate Portuguese)
Port 304 (Advanced Portuguese)
Port 315 (Modern Brazilian Literature)
Port 375 (Brazilian Civilization)
Port 480 (Studies in Luso-Brazilian Literature)
Sociol C272 (Modernization)
Sociol 474 (Ideology and Social Control in Southern Africa and Latin America)
Sociol 478, 479 (Directed Study in Sociology)
Sociol 481 (Multinational Firms)
Span 262 (Hispanic Masterpieces in Translation)
Span 263 (Hispanic Masterpieces in Translation)
Span 301 (Advanced Composition and Conversation)

Latin American Studies

Span 352 (Survey of Spanish-American Literature)
Span 361 (Spanish-American Civilization)
Span 362 (Spanish-American Short Story)
Span 365 (The Caribbean)
Span 366 (Spanish-American Colonial Literature)
Span 406 (Advanced Grammar)
Span 461 (19th Century Spanish-American Literature)
Span 462 (Spanish-American Modernism)
Span 464 (Contemporary Spanish-American Fiction)
Span 465 (Contemporary Spanish-American Poetry)
Span 478, 479 (Independent Study)
Span 480 (Studies in Hispanic Literature)
Wo St 350 (Women in Third World Countries)
Wo St 479 (Independent Study)

LatAm 100 Native Peoples of South America
Mr Raymond
An introductory survey of the native cultures of South America. Emphasis is placed on a comparison of selected cultures through the analysis of native history, levels of social and political integration, contact with European cultures, and contemporary status.
3 Lect Hrs
3 Credits

LatAm 101 Culture and Society in Contemporary Latin America
Mr Raymond
An introduction to contemporary Latin American culture and society including a description and analysis of major social, political and religious institutions as they are manifested on local, regional, and national levels. Analysis of institutions on the local and regional levels focuses on family structure and kinship, open and closed communities, the organization of landed estates, and caste and class. On the national level there is a discussion of the changing role of the Catholic church, the impact of urbanization, the disparity between city and countryside, the structure of power, and popular political movements.
3 Lect Hrs
3 Credits

LatAm 290 Central America: Society and Culture
Mr Raymond
This course will consider the contemporary economic, social, political and ideological forces present in Central America excluding Guatemala. Topics include history, native peoples, demography, the social basis of wealth and power, the role of the church, revolution and regionalization.
Prerequisite: Lat Am 101 or permission of instructor.
3 Lect Hrs
3 Credits

LatAm 301 Hispanics in Urban America
Mr Lopez-Tosado
An examination of the Puerto Rican, Mexican, Cuban and Dominican migrations to the North American mainland. A preliminary overview of the historical and cultural backgrounds of these migrations will be followed by a more focused analysis of organizational, occupational, educational, medical and housing patterns within the Spanish-speaking population of Boston. Students should have previous course experience in any of the social sciences or some demonstrable familiarity with Latin American society and culture.
3 Lect Hrs
3 Credits

LatAm 302 Puerto Rico: Economic, Political and Social Issues
Mr Lopez-Tosado
A survey of the major economic, political and social issues that have faced Puerto Rico from Spanish colonial times to the present. The course traces how Puerto Rico's position has continued to be strategically important from Spanish rule to present-day U.S. control. It covers what both Spanish and United States hegemony have meant to the island, taking into account the possible solutions to the Puerto Rican dilemma: statehood, becoming a commonwealth or independence. Students should have some previous course experience in any of the social sciences or some demonstrable familiarity with Latin American society and culture.
3 Lect Hrs
3 Credits

LatAm 303 History of Reform and Revolution in Latin America
Staff
A survey of the major 20th century political movements in Latin America which have attempted to restructure the social and economic systems and establish a new political order. The four broad types of movements and regimes examined will include the populist movements, modernization of peasant-based revolutions, democratic reform movements and the military-led bureaucratic-authoritarian regimes of the 1960's and 1970's. The origins and outcomes of the various movements will be analyzed utilizing three basic conceptual approaches: 1) Ibero-Latin political culture, 2) economic dependency and its political impact, and 3) leadership strategies, choices and policy options.
3 Lect Hrs
3 Credits

LatAm 400 Mini-Courses
Staff
Short courses in Latin American Studies on specialized problems of historical and contemporary interest
Hrs by arrangement
1-2 Credits

LatAm 478, 479 Independent Study
Staff
Hrs by arrangement
3 Credits

LatAm 480 Colloquium in Latin American Studies
Staff
Required course for all students in the program. Will deal with a selected topic applicable to all of Latin America and the Caribbean. Students write a research paper.
3 Lect Hrs
3 Credits

LatAm 485 Special Topics
Staff
Selected topics in Latin American studies, taught by staff or visiting lecturers.
Prerequisite: Lat Am 101 or equivalent or permission of instructor.
3 Lect Hrs
3 Credits

Law and Justice Program

Faculty

Associate Professor and Director Peter Linebaugh; Professor Charles Shively.

The Program

Law and Justice is a humanities-based, interdisciplinary program developed under a grant from the National Endowment for the Humanities that seeks to develop in its students an understanding of the law and legal institutions and an ability to look at them in an informed and critical way. The humanistic and critical approach of the program encourages students to investigate and develop their own attitudes toward the law, toward ideas and experiences of justice, and toward practices that they meet in the everyday world.

The Law and Justice Program seeks to respond to the urban interests of many of its students by combining the traditional academic concern for intellectual breadth and rigor with the interests of many students in programs relevant to their present and past experiences and present or future careers.

Law and Justice students enter the program with a wide variety of backgrounds, interests and perspectives. Included in the program are police officers, correctional officers, ex-offenders, and social workers, as well as traditional students. Many students in the program are interested in attending law school; others are interested in pursuing law-related careers (e.g., as probation officers, jail counselors, consumer advocates); while others are concerned primarily with gaining a critical understanding of the underlying basis of the law and legal institutions and their roles in society.

Approximately 40 faculty from 12 different departments and programs teach in the Law and Justice Program. Faculty come from the Classics, Economics, English, French, History, Italian, Philosophy, Political Science, Psychology, and Sociology Departments, the Study of Religion Program, and the Legal Education Services Center (at CPCS).

Special Features

1. *Team Teaching.* All introductory-level and intermediate-level core courses are taught by 2-4 member faculty teams from different disciplines.
2. *Interdisciplinary Courses.* All introductory-level and intermediate-level courses explore issues in law and justice from a variety of disciplines, for example, from history, philosophy, political science and literature.
3. *Lawyer-in-Residence.* In addition to conducting Special Topics courses, the Lawyer-in-Residence advises students about law school and law-related careers, participates in seminars and lectures in regularly scheduled law and justice courses, and serves as a liaison with the practical world of law and justice.
4. *Fieldwork Experience.* A variety of community-based fieldwork placements is available in areas such as probation offices, rehabilitation programs and the parole board. The fieldwork is integrated with classroom work during a year-long course.
5. *Internships.* The Law and Justice Program offers an internship program for selected upperclass students. An internship involves participating in the teaching teams for the introductory-level courses, tutoring students in writing and basic academic skills and leading class discussions—all under the supervision of faculty members.
6. *Mini-Courses.* Short courses on topics of special interest taught by UMass/Boston faculty and members of the outside community such as judges, legislators, law enforcement officials, and lawyers.

Program Components

The Law and Justice Program has six basic components:

I. *Introductory-Level Team-Taught Courses.* Courses include LawJus C101 and LawJus E104 (see course descriptions below). LawJus C101 satisfies one semester of the freshman writing requirement.

II. *Intermediate-Level Team-Taught Courses* are in the following three areas:

   A. *Sources, Limits and Functions of Law:* LawJus 211, LawJus 230, LawJus 270, LawJus 290 (history, philosophy, political science, psychology, and study of religion faculty).

   B. *Legal Institutions and Procedures:* LawJus 210, LawJus 240, LawJus 250 (history, legal education services, philosophy, and sociology faculty).

   C. *Forms of Social Justice and Social Ethics:* LawJus220, LawJus 260, LawJus 280 (English, legal education services, philosophy, and political science faculty).

III. *Intermediate-Level Mini-Courses.* See LawJus 103 course description for partial list of topics.

IV. *Lawyer-in-Residence Courses,* conducted by a practicing attorney. See LawJus 470 for examples of topics.

V. *Departmentally-Based Electives,* falling into the area of law and justice, offered by different UMass/Boston departments.

VI. *Senior Year Directed Studies.* See LawJus 498. Participation in this seminar involves the writing of a major paper which synthesizes the work done in the seminar with other course work done through the program and through the student's major.

Requirements

The Law and Justice Program is designed for students in degree programs, students in non-degree programs, and returning students who already have BA or BS degrees. The program enables degree-seeking students to supplement work in their majors with an integrated program in law and justice. It enables non-degree seeking students to focus their studies in the area of law and justice, and receive a certificate of completion.

Requirements for Degree-Seeking Students: 21 Credits

1. Either LawJus C101 or LawJus E104. Only 3 of the 6 credits from LawJus C101 will count toward the requirement. TOTAL: 3 Credits.
2. Three intermediate level team-taught courses—from the three areas: *A.* Sources, Limits and Functions of Law, *B.* Legal Institutions and Procedures, and *C.* Forms of Social Justice and Social Ethics. TOTAL: 9 credits.
3. LawJus 498, the Senior Year Directed Study Seminar. TOTAL: 3 credits.
4. Six additional credits from any other law and justice full or mini-courses or departmentally-based electives. TOTAL: 6 credits.

Requirements for Non-Degree-Seeking Students: 34 credits*

1. Either LawJus C101 (Foundation Course in Law and Justice) or LawJus E104 (Introduction to Law and Justice). All 6 credits from LawJus C101 count toward the requirement. TOTAL: 3 or 6 credits.

Law and Justice Program

2. Three intermediate level team-taught courses—from the three areas: *A.* Sources, Limits and Functions of Law, *B.* Legal Institutions and Procedures, and *C.* Forms of Social Justice and Social Ethics. TOTAL: 9 credits.
3. LawJus 498, the Senior Year Directed Study Seminar. Prerequisite: the completion of at least 20 credits in the program or permission of instructor. TOTAL: 3 credits.
4. Six additional credits from any other law and justice full or mini-courses or departmentally-based electives. TOTAL: 6 credits.
5. Three credits in a freshman writing course. This requirement is satisfied by LawJus C101. This requirement can be waived for students who already have completed a Freshman writing course or who take the English Placement Examination and qualify for advanced placement in English writing. TOTAL: 3 credits.
6. Two CAS Core Courses—one from the area of "Philosophical and Humanistic Studies" dealing at least in part with problems or issues in values and introducing students to a humanities approach to these ideas; and one from the area "Social and Behavioral Sciences" introducing students to the problems and methodology of one discipline in the area. TOTAL: 6 credits.

   Students may waive all or part of this requirement by presenting evidence of successful completion of similar courses.

*Some of these requirements may be waived: See #5 and #6 above.

Departmentally-Based Electives

A partial selection:
Phil 290 (Philosophy of Law)
Sociol 467 (Sociology of Law)
PolSci 415 (Law and International Relations)
Hist 404 (Medieval Law)
Engl 370 (American Detective Fiction)
PolSci 329 (Constitutional Law and Theory)
PolSci 332 (Civil Liberties in the United States)

Transfer Credit Policy

Since the Law and Justice Program is one of the few humanities-based interdisciplinary law studies programs in the country, few, if any, of its team-taught required courses are duplicated elsewhere. Normally, therefore, transfer students must take Law and Justice C101 or E104; three intermediate level team-taught courses from the three areas in the program; and the Senior Year Directed Study Seminar. Transfer credits may be granted for courses meeting the requirements in other areas.

LawJus C101 Foundation Course in Law and Justice
Staff
Satisfies: First semester requirement of Freshman English and one semester introductory level course in Core Area of "Philosophical and Humanistic Studies"
The Foundation Course in Law and Justice is a team-taught interdisciplinary investigation into some general problems and dimensions of law and justice. The course explores the gaps between law and justice as revealed in a selection of legal, literary, historical, political, philosophical and sociological materials. Specific institutions and practices (for example: the police, courts, prisons, civil disobedience) are examined in light of the various conceptions of the origins and aims of the law on the one hand and of justice on the other. The course deals with the recurring tensions that are posed between Western culture's desire for order and its haunting yen for justice that transcends law. Areas covered include criminal justice; social justice; and sources, limits and functions of the law. The course uses lectures, discussions, debates, panels, field trips, films, tapes, and guest lecturers. Four faculty members drawn from the humanities and social sciences team-teach this course. Emphasis is placed on writing and basic academic skills and on work in small discussion groups. Upperclass student interns serve as tutors in the course; they are available to work individually with freshman students on writing and on basic academic skills. *Prerequisite: Freshman standing.*
3 Lect Hrs, 3 Disc Hrs
6 Credits

LawJus 103 Mini-Courses
Staff
Short courses in law and justice on specialized problems of historical and contemporary interest.
Examples of topics include:
Rights: Children's Rights, Women's Rights, Prisoners' Rights
The Insanity Plea
Ancient Legal Codes
The Death Penalty
Battered Women
Legal Analysis
Juries
Justice in the District Courts
Judicial Decision-Making
Jury Behavior and Selection
Law and Psychology
Law and the Media
Sacco and Vanzetti
Justice and Utopia
Plato, Justice and Democracy
The Nuremberg Trial
Law and the Indian People
Hrs by arrangement
1-2 Credits

LawJus E104 Introduction to Law and Justice
Staff
Introduction to Law and Justice is a team-taught, interdisciplinary investigation into some general problems and dimensions of law and justice. The course explores the gaps between law and justice as revealed in a selection of literary, historical, political, philosophical and sociological materials. Specific institutions and practices (for example: the police, courts, prisons, and civil disobedience) are examined in light of the various conceptions of the origins and aims of the law on the one hand and of justice on the other. The course deals with the recurring tensions that are posed between Western culture's desire for order and its haunting yen for justice that transcends law. The course, which parallels the Foundation Course in Law and Justice, uses lectures, discussions, field trips, films and experts outside the University community. Each offering is team-taught by two faculty members drawn from the humanities and social sciences.
Core Area: Philosophical and Humanistic Studies.
3 Lect Hrs
3 Credits

Law and Justice

LawJus 210 Prisons and Punishment
Mr Garrett, Mr Swartz
This course will be an in-depth study of the prison system in the context of current psychological and sociological studies, as well as in the context of theories of punishment. Film and media representations of prisons will be examined critically. Topics will include forms of punishment, institutionalized punishment, the human need to punish, and aims and justifications of punishment.
(Area B)
Prerequisite: LawJus C101 or E104 or sophomore standing.
3 Lect Hrs
3 Credits

LawJus 211 Sources of Law
Mr F Broderick, Mr Foster
This course will examine the natural law tradition and legal positivism as rival and conflicting accounts of the source of law. The course will look at their historical origins and contemporary applications. The alleged dangers of legal positivism and the skepticism toward natural law theory will be explored. The interplay between law and morality will be examined as it is revealed in issues concerning the authority of law, the Nuremberg Trial, and Constitutional interpretations.
(Area A)
Prerequisite: LawJus C101 or E104 or sophomore standing.
3 Lect Hrs
3 Credits

LawJus 220 Social Justice
Mr Blum, Ms Dittmar
This course will explore, through films, literature, autobiography and philosophic writing, some central concerns of social justice: the principles governing the distribution of social goods such as income, opportunity, wealth, status, power. We will explore the effects of the distribution of social goods on individuals' sense of dignity and self-respect. We will examine the general philosophical principles which underlie different (and contrasting) views concerning social justice. In the material of the course, attention will be given to the art forms as well as to their content, since they too express attitudes towards social justice. We will focus on issues of racial and (to a lesser extent) sexual discrimination and oppression as concrete illustrations of social injustice. It should be noted that this course does NOT focus directly on issues of criminal justice, although we will assume that issues of social justice and injustice are an essential background for understanding criminal justice.
(Area C)
Prerequisite: LawJus C101 or E104 or sophomore standing.
3 Lect Hrs
3 Credits

LawJus 230 Law and Social Change
Mr Hunt, Mr Spence
This course examines the interrelationship between laws, customs and legal institutions and political and economic forces in creating, or retarding, social change. To explore these relationships, the course studies the laws and customs surrounding the lives of working people, peasants of an earlier era, and modern industrial workers, in America and other countries.
(Area A)
Prerequisite: LawJus C101 or E104 or sophomore standing.
3 Lect Hrs
3 Credits

LawJus 240 Courts and Society
Mr Foster, Mr Matz
This course investigates a number of different aspects of the American legal and court systems. It deals with the structure of, and relation between, the state and federal courts; the philosophy and function of courts in society; the American institution of judicial review and its role in a democratic society; and the role and power of judges in the American system of justice. The course looks at the ideal (what courts and judges ought to be doing) and the actual administration of justice in the courts. It is concerned with the adversary system, the notion of due process, the use and abuse of judicial discretion, and the accountability of judges to society. It gains perspective on the American court system by examining the courts of other cultures and societies. Readings are from anthropological, legal, philosophical, political science and sociological material. The class utilizes lectures, debates, panels and guest speakers.
(Area B)
Prerequisite: LawJus C101 or E104 or sophomore standing.
3 Lect Hrs
3 Credits

LawJus 250 Ownership, Property and the Law
Mr Cohen, Ms Kingston-Mann
An exploration of various forms of property (private, communal, collectivist). The course will examine several theories of property and ownership (including Locke, Rousseau, Proudhon and Marx) and relate them to specific historical situations in 19th century Russia and England and 20th century Soviet Union and America. We will compare property systems as means for controlling production and as systems of social life.
(Area B)
Prerequisite: LawJus C101 or E104 or sophomore standing.
3 Lect Hrs
3 Credits

LawJus 260 Authority, Liberty and the Law
Mr Hart, Mr Simonds
What is "authority"? Is authority consistent with "liberty"? What, if anything, do we mean when we speak of the "authority of the law"? This course attempts to address such questions by examining three different historical situations in which the nature of the "authority of law" has been sharply contested: 18th century conflict over property rights; 19th century conflict over intellectual and moral freedom; 20th century conflict over the police and state power. A variety of texts — literary, historical, and philosophical — will be employed.
(Area C)
Prerequisite: LawJus C101 or E104 or sophomore standing.
3 Lect Hrs
3 Credits

LawJus 270 Obedience and Resistance
Mr Cohen, Mr Shively
A study of the psychological, social, and philosophical dimensions of obedience and resistance to legitimate authority. The course takes a close and critical look at three situational contexts embodying legitimate commands: Experimenter/Subject; Congressional Committee/Witness; and Superior Officer/Subordinate. Through examination of historical cases (including slave revolts, resistance before investigating committees) social science studies (including Milgram's experiments) and philosophical reflections (including Hobbes, Rousseau, Hegel), the course explores the conditions and limits of obedience and the circumstances of resistance to law.
(Area A)
Prerequisite: LawJus C101 or E104 or sophomore standing.
3 Lect Hrs
3 Credits

Law and Justice

LawJus 280 Moral and Legal Reasoning
Mr Honoroff, Mr Swartz
This course focuses on a number of different current moral and legal problems—such as abortion, reverse discrimination, conscientious objection and euthanasia—and compares, contrasts and separates the methods and substantive issues involved in attempting to resolve these within the context of social morality on the one hand and the law on the other. Basic issues in the relation between morality and the law—whether there are moral constraints on law making, law enforcement, obeying the law, and the decisions of judges—are discussed critically.
(Area C)
Prerequisite: LawJus C101 or E104 or sophomore standing.
3 Lect Hrs
3 Credits

LawJus 290 Covenants: Justice and Law from Moses to the Constitution
Mr F Broderick, Mr Horsley
This course will examine the egalitarian social principles of the Mosaic Covenant and the indictments of an unjust socio-economic order by the prophets of ancient Israel; the utopian principles of social order (Kingdom of God) announced by Jesus of Nazareth; the idea of the Law of Nature, its development and implications in ancient Greece and the Roman Empire; medieval ideas of Divine Law; emergence of ideas of natural rights and modern notions of natural law; the importance of English Common Law in our modern understanding of justice. This course will be an historical survey with an emphasis on a conceptual approach; throughout the course we will be exploring the background, origins and significance of Western democratic and egalitarian ideas, the basis of individual dissent, and the higher law tradition out of which the American Constitution and Bill of Rights have emerged.
(Area A)
Prerequisite: LawJus C101 or E104 or sophomore standing.
3 Lect Hrs
3 Credits

LawJus 335 Comparative Legal Systems and Human Rights
Mr Steamer
This course has been designed to familiarize the student with the world's major legal cultures and with selected national systems within those cultures. It will also be concerned with the theoretical and philosophical implications of human rights as well as with the guarantees (or lack thereof) of rights and liberties in various parts of the world.
Prerequisite: Junior standing or permission of instructor.
3 Lect Hrs
3 Credits

LawJus 375 Family Violence
Staff
Family Violence looks at child abuse, child neglect, sexual assault and adult violence, historically and in the present. We discuss causes and remedies, and the law and social policy, using both general readings and cases. There are guest speakers from organizations concerned with family violence, small discussion groups on particular issues in class, and group research projects.
Prerequisite: LawJus C101 or E104 or sophomore standing.
This course can be used as an elective in the Law and Justice Program.
3 Lect Hrs
3 Credits

LawJus 470 Special Topics
Special Topics courses are offered by the Lawyer-In-Residence on a variety of legal issues and by members of the faculty who wish to offer a departmentally-based course under the Law and Justice heading. Subjects, faculty and requirements vary from semester to semester. Past topics have included: Law and the Poor, Law and the Consumer, Juvenile Law, Criminal Law, International Law and Human Rights, Law and Developing Countries, Affirmative Action, Criminal Defense, Rights in the Workplace, Occupational Health Law, Law and Education Rights, Law and Literature, and Terrorism and Emergency Legislation in Democratic Countries.
Prerequisite: LawJus C101 or E104 or sophomore standing.
3 Lect Hrs
3 Credits

LawJus 478, 479 Independent Study in Law and Justice
Staff
Open to a limited number of students each semester. A written prospectus must be formulated with the instructor. Periodic consultation and guidance with the instructor is required.
Prerequisite: Junior standing or permission of the Program.
Hrs by arrangement.
1-3 Credits

LawJus 480 (Criminal Justice Systems) and LawJus 481 (Juvenile Justice Systems) are courses that combine classroom work with fieldwork placements. LawJus 480 is offered in the fall and LawJus 481, in the spring. Students must enroll in both of these courses in order to have fieldwork placements for the entire year.

LawJus 480 Criminal Justice Systems
Mr Stern
In this course, we consider a variety of problems confronted by the citizen as he or she runs the gauntlet of criminal justice. We provide an overview of the court system—both state and federal—and we examine historical materials dealing with Constitutional law, the nature of due process, and some of the hidden influences behind the operation of the court system. Our court system is then compared with the practices of courts in other countries and cultures. The remainder of the first semester is devoted to an analysis of some particular issues: the indigent defendant's rights upon arrest, the bail system, right to counsel and the adversary proceedings in the District Court. We focus, in general, on the issues raised in our legal system by the criminal defendant who is poor. The first semester closes with a look back on the nature of the system that has been analyzed piecemeal, and we consider what reforms or efforts can be made to change the system in the context of our Federalist system. In addition to the classwork, each student is required to perform 15 hours of fieldwork per week under supervision at a placement approved previously by the instructor. Each student is expected to visit every other student's placement at least once during the year. Students have fieldwork placements in such areas as probation offices; parole boards; district attorneys' offices; and drug, alcohol, youth, delinquency, and rehabilitation programs. The development of critical judgment on fundamental questions relating to the criminal justice system and its institutions is the principal objective of the course.
Prerequisite: By application, interview, and permission of instructor only.
3 Lect Hrs, 15 Fieldwork Hrs
6 Credits

Law and Justice

LawJus 481 Juvenile Justice Systems
Mr Stern
This course takes an interdisciplinary approach to the study of juvenile law. The primary focus of the course is on substantive juvenile law and the historical, philosophical, and sociological issues involved in the development of our present legal systems and process. Particular emphasis is placed on children's rights, the role of the family, and the roles of the state and other institutions in the juvenile legal process. Included in the course are on-site visits to courts, juvenile programs and institutions. In addition to the classwork, each student is required to perform 15 hours of fieldwork per week under supervision at a placement approved previously by the instructor.
Prerequisite: LawJus 480
3 Lect Hrs, 15 Fieldwork Hrs
6 Credits

Law Jus 498 Senior Year Directed Study Seminar
Staff
Each student in the program is required to take this three-credit seminar dealing with a specific topic in law and justice. Participation in the seminar involves the writing of a major paper. The formal seminar consists of the reading and discussion of a few major works dealing with a particular theme in order to review, refresh and synthesize the student's academic experience in law and justice, especially as the work relates to the individual major.
Prerequisite: Senior Law and Justice Program students only.
3 Lect Hrs
3 Credits

LawJus 501 Internship in Foundation Course in Law and Justice
3 Lect Hrs, 3 Disc Hrs
6 Credits

LawJus 502 Internship in Seminar in Law and Justice
3 Lect Hrs
3 Credits

Upperclass students are supervised through in-service training as tutors and discussion leaders in law and justice. The interns assist individual freshmen with basic problems of reading, writing and critical thinking, attend teaching-team meetings and lectures, and help lead small discussion groups under the supervision of a faculty member.
Prerequisite: By application and interview only. Interns are chosen by the respective teaching-team through interviews for competence in oral presentation and written exposition, and for their promise as interns. A writing sample is required.

Linguistics Program

Director

Assistant Professor Esther Torrego

The Program

Linguistics explores the structure of language and its role in human affairs. Language can be approached in a variety of ways: as something children learn without instruction, as the product of cultures and social groups, as the medium of literature. Because of the way linguistics approaches the study of grammar today, that is, as a model of a speaker's actual knowlege of his/her language, linguistics is part of the study of human psychology in a broad sense. The techniques of linguistics analysis provide a variable tool for approaching literature, as well as anthropology, pre-legal and pre-medical studies, foreign languages, and philosophy. Thus linguistics is related to the sciences and to the humanities.

Requirements

Students in the linguistics program must complete seven courses (twenty-one credit hours):

An introductory course: Ling 201 (Introduction to Linguistics) *or* Ling 203 (Language Across Time) *or* Anth 281 (Structure of Human Language) *or* Anth 285 (Language and Culture).

A course on speech sounds: Ling 230 (Speech Sounds and Theory).

A course on grammar: Ling 210 (Transformational Syntax).

The linguistics junior-year seminar: Ling 300 (Linguistic Topics).

A sequence of three advanced courses: Students select three advanced courses in subjects of special interest, for example, Anth 385 (The Ethnography of Speaking), Engl 341 (Language and Literature), Engl 344 (Introduction to Stylistics), Ling 260 (Bilingualism), Ling 351 (Comparative History of Romance Languages), Ling 450 (Comparative Linguistics), Phil 360 (Bertrand Russell), Phil 440 (Logic and Language), Psych 346 (Language Development), Psych 356 (Psychology of Language and Thought), Span 304 (Language Arts), *or* an advanced course in the grammar or history of a language, *or* an advanced course in computer language, *or* a tutorial or independent study in linguistics. Linguistics courses offered by the Bilingual-ESL masters program satisfy the Linguistics Program requirements.

Foreign Language: Linguistics students are required to achieve intermediate standing in a second language or in sign language, or in an artificial language (logic, computer languages).

Many of the courses satisfying Linguistics Program requirements are given by other departments. They deal with a variety of linguistic interests: ethnolinguistics, physiology of language, acoustic phonetics, creole language, composition theory, language history, literary stylistics, sociolinguistics, semiotics, philosophy of language, language development and disorder, and comparative linguistics.

Transfer Credit Policy

The linguistics faculty is glad to recommend that transfer students receive credit for university-level courses in linguistics taken at other institutions. It considers each request for transfer credit on its own merits. For further information, please consult the program director.

Ling 201 Introduction to Linguistics

Ms Ambrose-Grillet
An introduction to the modern study of language viewed as a crucial factor in understanding the human mind. The course provides the scientific tools needed to describe language. Recommended for all language-related specialties as well as for general education.
3 Lect Hrs
3 Credits

Ling 203 Language Across Time

Staff
How language and language-change have been viewed across time; processes and patterns of linguistic change, linguistic reconstruction in the Indo-European family; the birth of modern linguistic theory.
3 Lect Hrs
3 Credits

Ling 210 Transformational Syntax

Ms Ambrose-Grillet, Mr Bruss, Ms Torrego
This course trains the student in using the principles and methods developed since 1957 by Chomsky and his followers.
Prerequisite: Ling 201 or 203 or Anth 281 or 285.
3 Lect Hrs
3 Credits

Ling 230 Speech Sounds and Theory

Ms Parkhurst, Ms Ambrose-Grillet
The way linguists analyze speech sounds: articulatory and acoustic phonetics, phonemes and phonological theory, and research methods applied to the sound systems of languages.
3 Lect Hrs
3 Credits

Ling 260 Bilingualism

Ms Ambrose-Grillet
The student investigates the political, cultural, sociological, educational, and linguistic implications of multi-lingualism. This course is particularly relevant for those students whose childhood language was not English and for those who are learning a foreign language or who are going to teach bilingual children.
3 Lect Hrs
3 Credits

Ling 300 Linguistic Topics

Ms Ambrose-Grillet, Mr Bruss
A survey of the varieties of linguistic research: grammatical theory, sociolinguistics, psycholinguistics, physiology of language, semiotics, literary stylistics, language learning, language history, etc. The course is taught as a seminar, emphasizing students' in-class reports and discussions, and a major research project.
Prerequisite: Ling 210 or permission of instructor.
3 Lect Hrs
3 Credits

Ling 351 Comparative History of Romance Languages

Staff
A comparative study of the evolution of the Romance languages from Latin, with analysis of the most representative texts from each period and language. Particular emphasis is placed upon French, Italian, and Spanish. (No knowledge of these languages is required.)
3 Lect Hrs
3 Credits

Ling 450 Comparative Linguistics

Staff
An introduction to the diachronic linguistic history of languages, and to historical grammar in general. Grouping of genetically related languages and comparison among them as methods for the reconstruction of older patterns in each group. Emphasis is put on the Indo-European, Germanic, and especially Romance language families. The course is adapted to the needs and linguistic backgrounds of the students who enroll.
3 Lect Hrs
3 Credits

Marxist Studies Program

Director

Professor Arthur MacEwan

The Program

The Program in Marxist Studies is designed to allow both degree- and non-degree-seeking students interested in Marxist analysis to pursue a coherent, sequential, cross-disciplinary program of study in which they can both acquire a sound grasp of the conceptual resources of the Marxian tradition and become experienced in the rigorous and self-critical use of these resources.

Requirements and Recommendations

Admission

Any student may participate in the program, but its requirements are most easily met by those who major in either economics or political science. Since the advising system is a crucial part of the program, students who wish to participate are expected to meet with the director at an early date (normally before the end of the sophomore year) in order to discuss their objectives and to be assigned an advisor. Those who major in economics or political science have a single advisor for both their programs; students majoring in other departments develop a curriculum in joint consultation with the department advisor and the Director of Marxist Studies; non-degree-seeking students are assigned an advisor in one of the sponsoring departments. All students undertaking this program are expected to plan their courses carefully and to consult regularly with their advisors.

Courses

Students are required to complete a minimum of six upper-level courses (normally during their junior and senior years). In preparation for this work, they are advised to complete at least three appropriate introductory courses (preferably during their freshman and sophomore years). The program thus involves the following four components, to be taken in sequence:

I. Preparatory Work:

During the freshman and sophomore years, students are advised to complete the following courses:

A. Either Econ 210 or Interd 105

B. Either Econ E101 or Econ E102

C. PolSci C123

Students who have not completed these three courses should consult with their advisors to assure that they have equivalent background before enrolling in upper-level courses in the program.

In addition to these preparatory courses, students are encouraged to enroll in appropriate introductory courses in other disciplines during their first two years: particularly important to Marxist studies are courses in history (e.g., Hist C123), philosophy (e.g., Phil C100 or 100), and sociology (e.g., Sociol E101).

II. Required Course in Marxist Theory:

Each student in the program should take, preferably during the first semester of the junior year, at least one of the following:

A. Econ 381 (Marxist Economic Analysis)

B. PolSci 459 (Karl Marx's Marxism)

C. Phil E289 (Marxist Philosophy)

III. Elective Courses in Marxist Analysis:

During the junior and senior years, students are to choose at least one course in each of the following four areas:

A. Marxist Thought and its Critics

B. Capitalist Development and its Global Consequences

C. Problems of Contemporary Capitalist Society

D. Revolution and Efforts to Construct Socialist Society

Courses offered in each area vary from one year to the next. A list of courses, arranged by category, is distributed prior to every semester. The following courses can be considered illustrative:

Econ 382 (Current Issues in Marxist Economics)—area A
Phil 332 (Major Currents of 19th Century Thought)—area A
PolSci 464 (New Left Politics and Theory)—area A
Econ 325 (U.S. Economic History)—area B
Hist 392 (History of Working People in America)—area B
PolSci 353 (European Political Development)—area B
Econ 343 (Political Economy of Black America)—area C
PolSci 365 (Politics of Communication)—area C
Sociol 231 (Social Stratification)—area C
Econ 372 (Comparative Economic Systems)—area D
PolSci 465 (Women and Revolutions)—area D
Hist 324 (Modern Russian History)—area D

IV. Senior Project

In one or both of their last two semesters, students follow a program of independent reading and writing on a topic designed in consultation with an advisor in the program. This project may take the form of an honors thesis in economics or political science (subject to relevant departmental rules concerning such projects) or it may be an independent study project in one of the departments. Students from other departments may elect to do the Senior Project in their major field, designed and executed in consultation with the director of the program. Non-degree-seeking students develop a project in consultation with their advisor and the program director. All students participate in a senior colloquium tied to the Marxist Studies seminar series.

Note: Coursework undertaken for the above four components of the Marxist Studies Program must include a minimum of two courses in economics and two courses in political science.

Non-degree seeking students may obtain a certificate of completion.

Transfer Credit Policy

Credit for equivalent work at other schools may be granted by the director of the program. Students should plan to take at least half of the courses required for this program at UMass/Boston.

Information

Further information about the program in Marxist studies is available from the director or from either of the sponsoring departments—Political Science and Economics.

Department of Mathematics and Computer Science

Faculty

Colin Godfrey, Associate Professor and Chairperson; Professors Bernice Auslander, Alfonso Azpeitia, Ethan Bolker, James Byrnes, Patricia Davidson, Matthew Gaffney, Hans Herda, Herbert Kamowitz, Stephen Parrott, Geza Schay, Robert Seeley, Dan Simovici, Taffee Tanimoto; Associate Professors William Campbell, Daniel Comenetz, Ernest Elyash, Michael Greeley, Guy Hogan, Linda Kime, George Lukas, Joan Lukas, John Lutts, Robert Morris, Some Mukherjee, Kenneth Newman, Elizabeth O'Neil, Richard Tenney, Richard Truesdell; Assistant Professors So-fei Fang, Peter Fejer, Vijay Kumar, Dan Stefanescu, Michael Tomlinson, Dennis Wortman.

The Department

The Department of Mathematics and Computer Science offers programs leading to a BA or BS in applied mathematics, computer science, or pure mathematics. Non-degree-seeking students may earn a major certificate (equivalent to a major in computer science) or an intermediate certificate (oriented to applications) in computer science. These are described in a brochure available from the department (see also the description in this catalog under "Computer Science Programs"). The department offers master's degrees in pure mathematics and in computer science.

The department also offers introductory courses to prepare students for programs in pre-medicine, management, the social sciences, and the natural sciences.

Requirements and Recommendations

Preparatory Work

Any student who intends to take a mathematics course at or below the level of Math D140 (Calculus I) must furnish proof to the department that he or she is prepared for that course. This proof must be either:

A. A suitable score in the math placement test or

B. Evidence indicating that he or she has successfully completed the prerequisites for the course.

Note in particular that successful completion of Math C110 does not qualify one to take either Math D130 or Math D137. To enter either of these courses one must have a suitable placement test score. (The placement test for D137 is waived for students who have completed D140, Calculus I.)

Majors

The Department of Mathematics and Computer Science offers a choice of three different major programs: one in pure mathematics, one in applied mathematics, and one in computer science. Each student planning a major should consult an advisor and the various departmental advising brochures. The requirements listed below are not an adequate guide either to the order in which courses should be taken or to the system of prerequisites. Furthermore, not every required course can be offered each semester. The department will advise each student about the most effective sequence for her or his needs.

I. To earn a BA degree in pure mathematics a student must take:

   A. Math D140, D141, 240, 260, 310 or 320, 360, and 450,

   B. At least four math courses beyond Math 260 (other than those counted in (A) above,

   C. Physics D113 (lab optional).

II. To earn a BA degree in applied mathematics a student must take:

   A. Math D137, D140, D141, 240, 260, and 450

   B. Physics D113 (lab optional)

   C. Six courses from among those named below, chosen so as to include at least four from Group 1 and at least one from Group 2
   Group 1: Math 267, 301, 310, 311, 320, 330, 345, 425
   Group 2: Math 301, 345, 425, 472

To earn a BA degree in computer science a student must take:

   A. Math D140, D141, 260 and 330

   B. Math D137, D138, 250, 267 and 301

   C. Two theoretical and two applied electives, chosen from lists maintained and periodically revised by the department.

Students pursuing a major in the Department of Mathematics and Computer Science must take a minimum of four upper division courses in their major at UMass/Boston rather than at another institution. Each is strongly advised to seek advice pertinent to his or her situation from an advisor in the department.

The Bachelor of Science Degree

To earn a BS degree in any of these three areas a student must demonstrate a broad knowledge of the sciences as well as completing the major requirements listed above. To do so, s/he must take six courses in the sciences outside the department. Those courses must be ones appropriate for majors in other sciences, and must include Physics D113 and D114. One laboratory course is required. Within the Department of Mathematics and Computer Science, Math 368 counts as a laboratory course.

Certificates in Computer Science

To earn a major certificate in computer science a student must fulfill all the requirements for the BA degree in computer science listed above. To earn an intermediate certificate a student must take Math D137, D138, D140, 267 and 301; either Math 250 or Physics 374 or a computer science elective; and one applications course approved by the department. Students interested in these programs should consult the computer science information brochure available in the department (see also the description in this catalog under "Computer Science Programs").

Juan Carlos Merlo Prize

This prize is awarded annually to a mathematics student for outstanding achievement. The prize honors the memory of Professor Juan Carlos Merlo, a distinguished teacher and scholar who died in 1974 while in the service of the University of Massachusetts at Boston.

Transfer Credit Policy

Students receiving transfer credit for mathematics courses taken at other institutions who wish to take more mathematics at UMass/Boston at a level *below* Math D141 may find that their placement test scores indicate that they must repeat courses for which they already have credit. If they do, they will forfeit the transfer credit. An alternative which entails no loss of credit is to audit the UMass course (D141), as preparation for retaking the placement exam.

Transfer credit for more advanced work or via CLEP is handled by the Admissions Office in cooperation with the department.

Mathematics and Computer Science

Math 320 Calculus IV, Vector Calculus
Staff
Differential and integral calculus of vector fields. Topics include line integrals, surface-area integrals, and smoothness; oriented curves and surfaces; circulation and flux of fields; Stokes' theorem; conservative, solenoidal fields; scalar, vector potentials; independence of path, surface, Maxwell's equations; and differential forms, exterior derivative.
Corequisite: Math 260 is suggested though not required.
Prerequisite: Math 240.
3 Lect Hrs
3 Credits

Math 330 Applied Discrete Mathematics
Staff
An introduction to the algebraic structures used in computing: sets, mathematical induction, ordered sets, Boolean algebras, calculus, graphs, trees, finite fields, error-correcting codes, and automata theory. Proofs of theorems about these structures are constructive (algorithmic). Applications to computing are discussed.
Prerequisites: Math D138, D141, and 260; or permission of instructor.
3 Lect Hrs
3 Credits

Math 342 The Structure of Higher Level Languages
Staff
A description of the syntax and semantics of some well-known higher level languages, such as FORTRAN, ALGOL, ALGOL 68, PL/I, SNOBOL, LISP, and APL. A few of these are studied in detail, and mathematical notation for the description of the syntax and semantics of computer languages in general is introduced. Algorithms for translation of elementary language constructs are delineated.
Corequisites: Math 267 and 330.
Prerequisites: Math D138 and 301 or permission of the instructor.
3 Lect Hrs
3 Credits

Math 345 Probability Theory
Staff
This course assumes general mathematical ability at the Calculus II level. The basic concepts of probability theory, such as probability space, combinatorial problems, random variables, distributions, expectation, variance, and generating functions, are introduced; and several applications, such as limit laws, Markov processes and queues, are presented.
Prerequisite: Math D141.
3 Lect Hrs
3 Credits

Math 348 System Programming
Staff
Functionality and use of a mainframe operating system—generally UNIX. A different operating system may sometimes be substituted. Topics to be covered range from user level (system utilities) to system programmer level to system manager level (system generation).
Prerequisites: Math 267 and 301.
3 Lect Hrs
3 Credits

Math 360 Abstract Algebra I
Staff
Review of set theory. Overview of algebraic structures. Elementary theory of groups, rings, and modules.
Prerequisite: Math 260 or 330 or equivalent.
3 Lect Hrs
3 Credits

Math 361 Abstract Algebra II
Staff
Polynomial rings. Field theory and Galois theory. Further topics in group and ring theory.
Prerequisite: Math 360.
3 Lect Hrs
3 Credits

Math 368 Operating Systems
Staff
An overall description of operating systems used on modern computers and the problem of resource sharing. Specific discussions of techniques for memory management, protection, file management, and system evaluation.
Prerequisites: Math D138, 267, 301 and 342. Prerequisite or corequisite: Math 330. (These prerequisites may be waived with the permission of the instructor.)
3 Lect Hrs
3 Credits

Math 370 History of Mathematics I
Staff
Traces the development of mathematics from ancient times up to and including the 17th century developments in calculus. Emphasis is on the development of mathematical ideas and methods of problem solving.
Note: Only one semester of Math 370-371 may count toward the major, but both may be taken for graduation credit.
Prerequisite: Junior standing in mathematics.
3 Lect Hrs
3 Credits

Math 371 History of Mathematics II
Staff
Continues the history of mathematics from 17th century developments in calculus to 20th century mathematics with the same emphasis.
Note: Only one semester of Math 370-371 may count towards the major but both may be taken for graduation credit.
Prerequisite: Math 370 or equivalent.
3 Lect Hrs
3 Credits

Math 410 Artificial Intelligence
Staff
An introduction to the main techniques and important results of artificial intelligence. The course covers such topics as state space search methods, semantic networks, production systems, theorem proving, and the LISP programming language. Students are expected to write a substantial term project in that language and to complete other written assignments during the term.
Prerequisite: Math 330 and 301.
3 Lect Hrs
3 Credits

Math 425 Numerical Analysis
Staff
Approximations of roots, and finite differences. Interpolation. Numerical solutions of differential and algebraic equations. Students have access to computer terminals.
Prerequisites: Math 250 and either Math 310 or 320, or permission of the instructor.
3 Lect Hrs
3 Credits

Math 430 Formal Theory of Languages
Staff
This course treats languages from an abstract point of view as defined by formal grammars and by families of abstract machines. The Chomsky hierarchy and associated automata are covered. Emphasis is placed on context free languages. Careful mathematical definition and proof is stressed throughout. This course does not involve programming. It is applicable toward the mathematical elective requirement for the computer science major. This course is of special interest to students interested in linguistics and in the theory of programming language compilers.
Prerequisite: Math 330 or permission of instructor.
3 Lect Hrs
3 Credits

Mathematics and Computer Science

Math 450 An Introduction to Real Analysis
Staff
A rigorous treatment of the calculus of functions of one real variable. Emphasis is on proofs. Includes discussion of topology of real line, limits, continuity, differentiation, integration and series.
Prerequisite: Math 310 or Math 320.
3 Lect Hrs
3 Credits

Math 455 An Introduction to Complex Analysis
Staff
Complex numbers; complex functions; power series; trigonometric functions; Moebius transformations; differentiation and integration of analytical functions; Cauchy's theorem; residues; singularities; meromorphic functions.
Prerequisite: Math 310 or Math 320.
3 Lect Hrs
3 Credits

Math 458 Theory of Numbers
Staff
Prime numbers; congruences and residues; approximation of real numbers by rationals; diophantine equations.
Prerequisite: Math 260 or 330 or equivalent.
3 Lect Hrs
3 Credits

Math 460 Topics in Geometry
Staff
Topics taken from classical Euclidean geometry and non-Euclidean geometries; projective geometry; lattices; and finite geometries.
Prerequisite: Math 260 or 330 or equivalent.
3 Lect Hrs
3 Credits

Math 470 Mathematical Logic
Syntax and semantics of propositional and first order predicate logics. Axiomatic theories and completeness. Brief discussion of incompleteness results.
Prerequisite: Math 260 or Math 330 or 360 are recommended though not required.
3 Lect Hrs
3 Credits

Math 472 Optimization Theory
Staff
Linear and convex programs; theory of Farkas-Minkowski and Kuhn-Tucker; LaGrange multipliers; duality; applications and computational methods and algorithms; convergence and finiteness; simplex method iterative methods for non-linear programs; optional topics.
Prerequisites: Math 260 and 240.
3 Lect Hrs
3 Credits

Math 475 Topology
Staff
Topological spaces; convergence and continuity; compactness and connectedness properties; introduction to homotopy theory and combinatorial topology.
Prerequisite: Math 450.
3 Lect Hrs
3 Credits

Math 478 Reading in Mathematics
Staff
Advanced level study of various topics according to individual interests. Open only to those students who have proven capabilities in mathematics.
Prerequisite: Permission of department prior to registration.
Hrs by arrangement
3 Credits

Math 479 Readings in Mathematics and Computer Science
Staff
Advanced level study of various topics according to individual interests. Open only to those students who have proven capabilities in mathematics or computer science.
Prerequisite: Permission of department.
Hrs by arrangement
3 Credits

Math 480 Special Topics
Staff
A course offered as Math 480 is an advanced undergraduate mathematics course being given for the first time and covering topics not available in current courses. Such a course is offered, either to fulfill a one-time need, or to try out material with the intention of developing a new course.
Prerequisite: Permission of department.
3 Lect Hrs
3 Credits

Math 486 Computer Graphics
Staff
An introduction to computer graphics at the undergraduate level. Emphasis is on the use and design of standard graphics packages such as the GKS and CORE system. Students will write interactive graphics programs using such packages and will implement a rudimentary package in a high level language.
Prerequisites: Math 250 and 301.
3 Lect Hrs
3 Credits

Math 601 Advanced Linear Algebra
Staff
Linear and multi-linear algebra; linear transformations; spectral theory; canonical forms; dual spaces; tensor products; exterior algebra.
Prerequisite: Math 261 or permission of instructor.
3 Lect Hrs
3 Credits

Math 610 Artificial Intelligence
Staff
This course is an extension of Math 410, which introduces the methods used in Artificial Intelligence. Math 410 covers LISP programming, heuristic programming, automatic theorem proving and related topics. Math 610 applies these methods to state of the art expert systems, advice taking systems, and natural language understanding software. The course is project oriented. Students will create two small prototype systems as warm-ups and then work for about half the term, in teams, developing a significant system. They are also expected to become familiar with the major research journals and to search as necessary for background material relating to their projects.
Prerequisites: Math 410 or Math 342, Math 470 or equivalent background in logic and LISP, and permission of instructor.
3 Lect Hrs
3 Credits

Math 611 Introduction to Modern Algebra I
Staff
Groups, rings, algebras, fields, modules. Tensor products, homological algebra.
Prerequisite: Math 360 or permission of instructor.
3 Lect Hrs
3 Credits

Math 612 Introduction to Modern Algebra II
Staff
Continuation of Math 611.
Prerequisite: Math 611.
3 Lect Hrs
3 Credits

Mathematics and Computer Science

Math 320 Calculus IV, Vector Calculus
Staff
Differential and integral calculus of vector fields. Topics include line integrals, surface-area integrals, and smoothness; oriented curves and surfaces; circulation and flux of fields; Stokes' theorem; conservative, solenoidal fields; scalar, vector potentials; independence of path, surface, Maxwell's equations; and differential forms, exterior derivative.
Corequisite: Math 260 is suggested though not required.
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An introduction to the algebraic structures used in computing: sets, mathematical induction, ordered sets, Boolean algebras, calculus, graphs, trees, finite fields, error-correcting codes, and automata theory. Proofs of theorems about these structures are constructive (algorithmic). Applications to computing are discussed.
Prerequisites: Math D138, D141, and 260; or permission of instructor.
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A description of the syntax and semantics of some well-known higher level languages, such as FORTRAN, ALGOL, ALGOL 68, PL/I, SNOBOL, LISP, and APL. A few of these are studied in detail, and mathematical notation for the description of the syntax and semantics of computer languages in general is introduced. Algorithms for translation of elementary language constructs are delineated.
Corequisites: Math 267 and 330.
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Staff
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3 Credits

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An introduction to the main techniques and important results of artificial intelligence. The course covers such topics as state space search methods, semantic networks, production systems, theorem proving, and the LISP programming language. Students are expected to write a substantial term project in that language and to complete other written assignments during the term.
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3 Lect Hrs
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Math 425 Numerical Analysis
Staff
Approximations of roots, and finite differences. Interpolation. Numerical solutions of differential and algebraic equations. Students have access to computer terminals.
Prerequisites: Math 250 and either Math 310 or 320, or permission of the instructor.
3 Lect Hrs
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Staff
This course treats languages from an abstract point of view as defined by formal grammars and by families of abstract machines. The Chomsky hierarchy and associated automata are covered. Emphasis is placed on context free languages. Careful mathematical definition and proof is stressed throughout. This course does not involve programming. It is applicable toward the mathematical elective requirement for the computer science major. This course is of special interest to students interested in linguistics and in the theory of programming language compilers.
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Syntax and semantics of propositional and first order predicate logics. Axiomatic theories and completeness. Brief discussion of incompleteness results.
Prerequisite: Math 260 or Math 330 or 360 are recommended though not required.
3 Lect Hrs
3 Credits

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Staff
Linear and convex programs; theory of Farkas-Minkowski and Kuhn-Tucker; LaGrange multipliers; duality; applications and computational methods and algorithms; convergence and finiteness; simplex method iterative methods for non-linear programs; optional topics.
Prerequisites: Math 260 and 240.
3 Lect Hrs
3 Credits

Math 475 Topology
Staff
Topological spaces; convergence and continuity; compactness and connectedness properties; introduction to homotopy theory and combinatorial topology.
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Advanced level study of various topics according to individual interests. Open only to those students who have proven capabilities in mathematics.
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Math 480 Special Topics
Staff
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3 Lect Hrs
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Staff
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Prerequisites: Math 250 and 301.
3 Lect Hrs
3 Credits

Math 601 Advanced Linear Algebra
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Prerequisite: Math 261 or permission of instructor.
3 Lect Hrs
3 Credits

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Staff
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Math 611 Introduction to Modern Algebra I
Staff
Groups, rings, algebras, fields, modules. Tensor products, homological algebra.
Prerequisite: Math 360 or permission of instructor.
3 Lect Hrs
3 Credits

Math 612 Introduction to Modern Algebra II
Staff
Continuation of Math 611.
Prerequisite: Math 611.
3 Lect Hrs
3 Credits

Mathematics and Computer Science

Math 620 Semantics of Programming Languages
Staff
This course presents some of the theoretical foundations of software engineering. Its main objectives are to enable programmers to formulate rigorous statements about the behavior of programs and to define precisely the meaning of different constructs occurring in programming languages.
Prerequisites: Math 330, 342, 430, and 470; or the equivalent.
3 Lect Hrs
3 Credits

Math 621 Theory of Functions of a Complex Variable I
Staff
Linear transformations of a complex variable; power series and elementary functions; holomorphic functions and Cauchy's Theorem; theory of residues; isolated singularities; conformal mappings; entire and meromorphic functions and their representations by means of prodcuts and partial fractions; elliptic functions; analytic continuation and Riemann surfaces; algebraic functions.
Prerequisites: Math 450 and 475, or permission of instructor.
3 Lect Hrs
3 Credits

Math 622 Theory of Functions of a Complex Variable II
Staff
Continuation of Math 621
Prerequisites: Math 450, 475, and 621, or permission of instructor.
3 Lect Hrs
3 Credits

Math 623 Theory of Functions of a Real Variable I
Staff
The real number system; Lebesque measure and the Lebesque integral; differentiation; the classical Banach spaces; general measure; and integration theory.
Prerequisite: Math 450 or permission of instructor.
3 Lect Hrs
3 Credits

Math 624 Theory of Functions of a Real Variable II
Staff
Continuation of Math 623.
Prerequisite: Math 623.
3 Lect Hrs
3 Credits

Math 625 Topology I
Staff
Topological spaces; classification; separation properties; Cartesian products; mappings and continuity; connectedness; general convergence; compactedness; function spaces; introduction to homotopy theory; algebraic topology.
Prerequisite: Math 450 or permission of instructor.
3 Lect Hrs
3 Credits

Math 626 Topology II
Staff
Continuation of Math 625.
Prerequisite: Math 625.
3 Lect Hrs
3 Credits

Math 627 Differentiable Manifolds I
Staff
Topics to be selected from: differentiable manifolds; tangent spaces; tangent bundles; flows and vector fields; Lie derivatives; differential forms; generalizations of line and surface integrals; divergence theorem and Stokes Theorem; Riemannian manifolds; Riemann surfaces; relationships to vector analysis and to differential geometry.
Prerequisites: Math 320 and 475, or permission of instructor.
3 Lect Hrs
3 Credits

Math 628 Differentiable Manifolds II
Staff
Continuation of Math 627
Prerequisite: Math 627.
3 Lect Hrs
3 Credits

Math 629 Stochastic Processes I
Staff
Probability spaces; measures; random variables; various modes of convergence; laws of large numbers, of the iterated algorithm; central limit conditioning martingales.
Prerequisite: Math 623 or permission of instructor.
3 Lect Hrs
3 Credits

Math 630 Stochastic Processes II
Staff
Processes with independent increments; Markov chains; stationary processes; continuous parameter Markov chains; diffusion processes; sample paths; separability; semigroups; boundaries.
Prerequisite: Math 629 or permission of instructor.
3 Lect Hrs
3 Credits

Math 631 Partial Differential Equations I
Staff
Hamilton-Jacobi theory for equations of first order distributions; Fourier integrals of distributions; Sobolev spaces of distributions.
Prerequisites: Math 310, 321 and 450, or permission of instructor.
3 Lect Hrs
3 Credits

Math 632 Partial Differential Equations II
Staff
Elliptic equations; Garding's inequality; smoothness of solutions; solutions of the Dirichlet problem;hyperbolic equations; the Cauchy problem.
Prerequisite: Math 631 or permission of instructor.
3 Lect Hrs
3 Credits

Math 640 Theory of Computation
Staff
Study of functions computable by programs; recursive functions and Turing machines; simulation and diagonalization; universality and unsolvable problems; Kleene's hierarchy and the recursion theorem; Gragorczyk's hierarchy and Ackermann's function; abstract complexity and the speedup theorem; formal languages and classes of automata; inherently difficult combinatorial problems.
Prerequisites: Math 301 and Math 330 or the equivalent.
3 Lect Hrs
3 Credits

Math 642 Compilers
Staff
Introduction to compiler organization and construction techniques. Lexical analysis, parsing, symbol tables and attributed syntax trees. Internal forms of the source program. Storage allocation, error recovery, code generation, code optimization. Translation systems. Programming practice writing a compiler for a reasonably large subset of ALGOL, Pascal or similar algebraic language.
Prerequisite: Math 342 or equivalent.
Corequisite: Math 652.
3 Lect Hrs
3 Credits

Math 643 Compilers II
Staff
Extension of topics in Math 642 with emphasis on code generation and optimization. Case studies of existing implementations. Team projects leading to relatively large scale implementations.
Prerequisite: Math 642.
3 Lect Hrs
3 Credits

Mathematics and Computer Science

Math 645 Probability and Statistics I
Staff
Discrete probability theory; some limit theorems; random variables and generating functions.
Prerequisite: Math 310 or Math 320 or equivalent.
3 Lect Hrs
3 Credits

Math 646 Probability and Statistics II
Staff
Renewal theory; application of renewal theory; stochastic processes; elementary theory of continuous random variables and some statistical theory.
Prerequisite: Math 645.
3 Lect Hrs
3 Credits

Math 650 Advanced Software Engineering I
Staff
This course is concerned with long-term, large-scale programming projects. Topics covered will include software engineering management, problem analysis, problem specification, system design, system documentation, testing, performance evaluation, system maintenance, current and future software environments.
Corequisite: Math 651.
Prerequisite: Math 301 and 330
3 Lect Hrs
3 Credits

Math 651 Laboratory in Software Engineering I
Staff
Students, working in small groups, will specify, design, implement and document a large software project.
Corequisite: Math 650
Prerequisite: Math 301 and 330
2 Credits

Math 655 Document Preparation Systems
Staff
An applied graduate computer science course in contemporary computerized document preparation systems.
Prerequisites: Math 650 and 651, or equivalent experience, or permission of instructor.
3 Lect Hrs
3 Credits

Math 660 Advanced Software Engineering II
Staff
Continuation of Math 650
Corequisite: Math 661.
3 Lect Hrs
3 Credits

Math 661 Laboratory in Software Engineering II
Staff
Continuation of Math 651
Corequisite: Math 660.
2 Credits

Math 665 Computer Communications Networks
Staff
A study of networks of interacting computers. The problems, rationales, and possible solutions for both distributed processing and distributed databases will be examined. Major national and international protocols including SNA, X.21 and X.25 will be presented.
Prerequisite: Math 368.
3 Lect Hrs
3 Credits

Math 667 Computer Architecture
Staff
Introduction to the hardware and logical design of digital computers. Design of basic logic modules, arithmetic units, and memories. Fixed and microprogrammable control structures. Computer architecture. Hardware facilities for multi-programming and multi-processing. Memory protection and addressing mechanisms; interrupts and locks. Knowledge of some assembly language is recommended.
Prerequisite: Math 301 or equivalent.
3 Lect Hrs
3 Credits

Math 668 Operating Systems (Logical Design)
Staff
Mutually suspicious parallel processes: semantic notions concerning control and coordination; process cooperation; protection, allocation, mutual exclusion, interrupt and signal transmission, protected entries; static and dynamic checking schemes; priority, pre-emption "nested" design; capability-based protection schemes; deadlocks, their analysis, prevention, and removal; logical design of file sub-systems; typical operating systems: batch, multiprogramming, time sharing, multiprocessing, and real-time. Case studies: UNIX, MULTICS, NOS, HYDRA, etc.
Prerequisite: Math 301, 345, and 368.
3 Lect Hrs
3 Credits

Math 670 Mathematical Logic I
Staff
Statement calculus, predicate calculus, axiomatic theories, and truth models.
Prerequisite: Math 260 or equivalent.
3 Lect Hrs
3 Credits

Math 671 Mathematical Logic II
Staff
Properties of formal theories: consistency, completeness, and decidability. Goedel's incompleteness theorem for first order arithmetic.
Prerequisite: Math 670.
3 Lect Hrs
3 Credits

Math 680 Database Management Systems
Staff
Introduction to the theoretical and practical aspects of database management systems. Fundamental database concepts, such as data models and submodels and the data and storage structures used to represent them. Coverage of the three major approaches to database systems: relational, hierarchical, and networks, as well as commercial database systems which follow these approaches. Operational requirements such as security, integrity and concurrency.
Prerequisites: Math 301 and 330.
3 Lect Hrs
3 Credits

Math 681 Relational Databases
Staff
Provides the background required for understanding contemporary relational databases. The main topics considered in the course (functional and multi-values dependencies, normal forms, tableaux, query systems) are essential for the design and implementation of this type of database. Several relational query languages are presented comparatively.
Prerequisites: Math 301, 330 and 680.
3 Lect Hrs
3 Credits

Math 697A Special Topics in Mathematics
Staff
An advanced course offering intensive study of selected topics in mathematics. Course content will vary according to the topic and will be announced prior to registration.
3-6 Lect Hrs
3-6 Credits

Math 697B Special Topics in Computer Science
Staff
An advanced course offering intensive study of selected topics in computer science. Course content will vary according to the topic and will be announced prior to registration.
3 Lect Hrs
3 Credits

Department of Music

Faculty

David N Patterson, Associate Professor and Chairperson; Professors John Huggler, Nicholas Tawa; Associate Professors Laurence D Berman, Joseph Dyer, Robert Prins, Hubert Walters; Lecturer, Dianthe Myers-Spencer

The Department

The aim of the Music Department is to provide a thorough grounding in the principles of theory and an intensive knowledge of the aesthetics and major stylistic developments throughout the history of music. Our curriculum helps prepare students for advanced work in music theory, history, and composition.

A variety of performance ensembles is open to all students by audition. Applied instruction is offered in voice and in all instruments. The Music Department sponsors performances and lectures by students, faculty and visiting artists and scholars.

The Music Department also offers a variety of courses for those students whose main interests lie outside music.

Requirements

The Major

Music majors must take Music E121-E122, 123-124, 201-202, 221-222, and 223-224. All music majors will also be expected to take at least two courses in music history and literature.

All music majors must acquire at least an elementary proficiency at the piano. A minimum of three years membership in a University performing group is also required. For more detailed information, the prospective major should apply to the Music Department for the syllabus of basic major requirements.

Each student majoring in music will be assisted by a departmental advisor to plan a sequence of courses that will suit her or his own needs and satisfy the requirements of the Music Department.

Although the department does not conduct an honors program, able students will be given every opportunity to do advanced work under the direction of appropriate faculty members.

The Minor

The minor provides a structured program of study for the student who wishes to develop a second field of interest. There are three separate areas from which to choose, each emphasizing a different aspect of study.

Theory: This option offers a coordinated sequence of music theory courses: Music E121, Music E122 and Music 123. As a further step in this sequence, Class Piano Music 131 is recommended.

Requirements: Music E121 and Music E122, Music 123
One music history course
Performance course(s)—a minimum of 3 credits
One upper level elective

History: This program offers both a survey of music history and literature and options for specialized study in this discipline. The theory component develops the analytical techniques essential for the understanding of music in its historical framework.

Requirements: Music 201 and 202
One upper-level history course
One theory course
Performance course(s)—a minimum of 3 credits
One upper level elective

Performance: Students who bring extensive experience in vocal or instrumental performance to the University may elect to participate in advanced ensembles and choose theory and history courses which support their performance skills.

Requirements: Three performance ensemble courses: may include any combination of Music 292, 310, and 315.
One theory course
One music history course
One upper level elective

(Advanced performance courses—Jazz Ensemble Music 292, Chamber Ensemble Music 310 and Chamber Singing Music 315—carry 3 credits each. All other performance courses—Chorus Music 001, Orchestra Music 006 and Applied Music Music 185—carry 1 credit each).

A minimum of 18 credits must be taken in the Minor.

Transfer Credit Policy

The department puts no limit on the number of transfer credits it will accept, but it sets a minimum of 15 credits to be earned by the transfer student in taking courses offered by the UMass/Boston Music Department.

Music C110 Listening Experience
Mr Dyer
A study of the creative processes which shape the musical artwork, emphasizing a broad range of intensive, analytical listening experiences.
Core Area: The Arts.
3 Lect Hrs
3 Credits

Music C111 Introduction to Music
Staff
Basic music materials, principles of design, and the cultural significance of representative works in historical sequence. Designed primarily for non-music majors.
Core Area: The Arts.
3 Lect Hrs
3 Credits

Music C112 Introduction to Music
Staff
A continuation of Music C111.
Core Area: The Arts.
3 Lect Hrs
3 Credits

Music E121 First Year Theory I
Mr Berman
Harmony, melody and music theory.
Prerequisite: Permission of instructor.
Core Area: The Arts.
3 Lect Hrs
3 Credits

Music E122 First Year Theory II
Mr Berman
A continuation of Music 121.
Prerequisite: Permission of instructor.
Core Area: The Arts.
3 Lect Hrs
3 Credits

Music E235 Opera
Staff
Development of opera after the Baroque. Emphasis on Mozart, Verdi, The *Verismo,* and Stravinsky's *The Rake's Progress.*
Core Area: The Arts.
3 Lect Hrs
3 Credits

Music C241 American Music I
Mr Tawa
The growth and development of American music to the year 1900 (Charles Ives) in both its rural-folk and urban aspects.
Core Area: The Arts.
3 Lect Hrs
3 Credits

Music C242 American Music II
Mr Tawa
The present day ferment in American music and the gradual emergence of American composers of international stature.
Core Area: The Arts.
3 Lect Hrs
3 Credits

Music

Music E251 History and Development of Jazz in America
Mr Huggler
The development of jazz from its origin to the present.
Core Area: The Arts.
3 Lect Hrs
3 Credits

Music C252 African and African-American Music
Mr Walters
An examination of African-American music (black music) from its African origins to contemporary black musical expression, including work songs, spirituals, minstrelsy, blues, rhythm and blues, and gospel.
Core Area: The Arts.
3 Lect Hrs
3 Credits

Music 001 Chorus
Mr Patterson
3 Lect Hrs
1 Credit

Music 006 Orchestra
Mr Prins
Performance of orchestral and chamber music.
3 Lect Hrs
1 Credit

Music 123 Ear Training and Sight-Singing I
Staff
A course combining melodic and harmonic dictation and sight-singing of melodies. Material ranging from simple to medium difficulty, common and compound time, and primary triads. A companion course to Music 121 and 131.
3 Lect Hrs
3 Credits

Music 124 Ear Training and Sight-Singing II
Staff
Medium-difficult to difficult melodies, combined rhythms, secondary triads and seventh chords. A companion course to Music 122 and 132.
3 Lect Hrs
3 Credits

Music 131 Elements of Music I
Staff
The function of scales, intervals, triads, chords in root position, and inversions. Use of nonharmonic tones and modulation, correlated sight-singing, ear training, dictation, analysis and keyboard drill. Designed primarily for music majors.
2 Lect Hrs
2 Credits

Music 132 Elements of Music II
Staff
A continuation of Music 131.
2 Lect Hrs
2 Credits

Music 201 Musical Ideas and Literature I
Staff
An exploration of the notation, terms, instruments, basic concepts and structures of music. A survey of historic styles with examples from musical literature as illustrations.
3 Lect Hrs
3 Credits

Music 202 Musical Ideas and Literature II
Staff
Continuation of Music 201. Required for all music majors.
3 Lect Hrs
3 Credits

Music 221 Second Year Theory
Staff
Advanced study of harmony, melody, and music theory. Required for all majors.
Prerequisite: Music E122.
3 Lect Hrs
3 Credits

Music 222 Second Year Theory
Staff
A continuation of Music 221. Required for all music majors.
Prerequisite: Music 221.
3 Lect Hrs
3 Credits

Music 223 Ear Training and Sight-Singing
Staff
A continuation of Music 123-124. Material consists of melodies illustrating chromaticism, modulation, modes and freer tonality, more complex rhythm, altered chords and contrapuntal music.
3 Lect Hrs
3 Credits

Music 224 Ear Training and Sight-Singing
Staff
A continuation of Music 223.
3 Lect Hrs
3 Credits

Music 231 Elements of Music
Staff
A continuation of Music 132 with some emphasis on contemporary materials.
Prerequisite: Music 131 and 132 or permission of instructor.
2 Lect Hrs
2 Credits

Music 232 Elements of Music
Staff
A continuation of Music 231.
Prerequisite: Music 131 and 132 or permission of instructor.
2 Lect Hrs
2 Credits

Music 252 History of Afro-American Music
Staff
The varieties of black music found in popular, religious, minstrel show and formal music.
3 Lect Hrs
3 Credits

Music 254 Music of Ellington
Staff
A survey of Ellington from the mid-20's till his death in 1974. Principal focus will be on Ellington as creative artist, indivisible from the band and men who inspired him and who made up his orchestral palette.
3 Lect Hrs
3 Credits

Music 292 Jazz Ensemble
Staff
Analysis, improvisation and performance of jazz.
Prerequisite: Permission of instructor.
3 Lect Hrs
3 Credits

Music 310 Chamber Ensemble
Mr Prins
The study and performance of chamber music including woodwind quintets, string trios and piano quartets from the Baroque to the present. Focus is on analysis of form and style.
Prerequisite: Permission of instructor.
3 Lect Hrs
3 Credits

Music 315 Chamber Singing
Mr Patterson
A course in both the historical practice and the actual performance of choral works with considerable attention given to motets and madrigals, cantatas and ballads, and chamber groups from the Baroque to the Jazz Age.
Prerequisite: Permission of instructor.
3 Lect Hrs
3 Credits

Music

Music 331 French Literature and Music
Mr Berman, Mr Collignon
The relations between several works of French literature and the musical compositions which they have inspired.
3 Lect Hrs
3 Credits

Music 332 Renaissance Music
Mr Dyer
The distinctive musical language of the Renaissance as expressed in sacred and secular music. The Burgundian and Franco-Flemish schools and the international style of the sixteenth century.
Prerequisite: Music 202.
3 Lect Hrs
3 Credits

Music 333 Baroque Music
Staff
The aesthetic and musical principles which led to the creation of opera, oratorio, concerto, suite, and related forms. Survey of the works of major figures: Monteverdi, Schuetz, Vivaldi, Couperin, Bach and Handel.
Prerequisite: Music E122, or equivalent.
Hrs by arrangement
3 Credits

Music 334 Classical Music
Staff
The rise of symphonic and chamber music viewed through the growth of a musical style which culminated in the masterpieces of Haydn, Mozart and Beethoven.
Prerequisite: Music 202 or equivalent.
3 Lect Hrs
3 Credits

Music 335 19th Century Music
Mr Tawa
The aesthetic orientation of music in the Romantic period and the genres through which it expressed itself. Instrumental and vocal music from Schubert to Mahler, including the nationalist schools and program music.
Prerequisite: Music 202 or equivalent.
3 Lect Hrs
3 Credits

Music 336 20th Century Music
Staff
A study of major trends from serialism to electronic music in conjunction with the ideas and attitudes toward life and art which separate the Twentieth Century from previous eras.
Prerequisite: Music E122.
3 Lect Hrs
3 Credits

Music 350 The Musical Works of Beethoven
Staff
Beethoven's musical works—his symphonies, quartets, and piano sonatas.
Prerequisite: Music 202 or equivalent.
3 Lect Hrs
3 Credits

Music 355 Music as Symbol
Mr Berman
The history of Western ideas as expressed in musical images. Representative works from all musical styles are studied and examined for their relevance to certain general themes in western thought: tragedy, satire, pastoral, myth and others.
3 Lect Hrs
3 Credits

Music 381 Counterpoint
Mr Walters
A survey of melodic and contrapuntal techniques.
Prerequisite: Music 221-222.
3 Lect Hrs
3 Credits

Music 382 Form and Analysis
Mr Patterson
A study of the formal aspects of compositions from the song—ABA—through the orchestral tone poem. Each composition will be examined for harmonic application as well as its overall formal aspects.
Prerequisite: Music 221-222.
3 Lect Hrs
3 Credits

Music 391 Orchestration
Mr Prins
The ranges of instruments, practical ways of combining them, and discussion of mass, texture and sound.
Prerequisite: Music 221-222.
3 Lect Hrs
3 Credits

Music 393 Composition
Mr Huggler
Investigations and exercises in rhythmic studies and the relationship of melody to harmony and organic growth.
Prerequisite: Music E121-E122.
3 Lect Hrs
3 Credits

Music 444 Cooperative Education Field Experience in Music
Staff
Majors are placed in paid work assignments which relate directly to their field. Work periods are generally 6 months and begin in January or July. Jobs may be full or part time. Learning prospectus required. Consent of both departmental sponsor and chairperson.
Prerequisite: To be eligible for placement, a student must have completed 30 semester hours of academic credit and have a cumulative grade point average of 2.5 or higher. Students who have a cumulative grade point average between 2.5 and 2.0 may be accepted into the program with the permission of the department chairperson and the Director of Cooperative Education.
Credits based on a combination of the amount of time spent in the field and the amount of academic work contracted. Credits are usually awarded in units of 3, up to a maximum of 6. A student may not earn more than a total of 6 credits through the field experience.
1-6 Credits

Music 478 Independent Study
Mr Tawa
Open to advanced students who wish to do intensive work on a particular topic. A written outline of the project must be submitted to the prospective instructor well in advance of the beginning of the semester in which the project would be done. An extended written paper would be the normal outcome of such a project.
3 Lect Hrs
3 Credits

Music 479 Independent Study
Staff
See Music 478.
Hrs by arrangement
3 Credits

New England Historical Archaeology Program

Director

Associate Professor Barbara Luedtke

The Program

The Program in New England Historical Archaeology is a highly focused interdisciplinary course of study based in the Department of Anthropology and drawing on courses from the Departments of History and Art. It is designed for both degree- and non-degree-seeking students with interests in history, avocational archaeology, preservation of historic sites, and cultural resource management. It provides a basic education in archaeology and New England history, and more specialized training in historical archaeology, public archaeology, and field techniques. The program may be comfortably completed in two to six semesters, depending on prior training and experience, level of commitment, and the proportion of day to evening courses taken.

Requirements

Course Requirements

Introductory Level: 2 courses

1. Anth D102 (Introduction to Archaeology and Biological Anthropology), OR
   Anth C104 (Persistence and Change in Cultural History)
2. Hist E265 (American History I)

Intermediate Level: 3 courses

1. Anth E240 (Historical Archaeology)
2. Anth 241 (Archaeological Method and Theory)
3. One course selected from among the following:
   - Am St 303 (Charlestown: The Historical Study of an Old Neighborhood)
   - Hist C121/C122 (History of Technology I and II)
   - Hist E266 (American History II)
   - Hist 395 (History of Boston)
   - Hist 370 (American Colonial History: The Earliest Settlement to 1763)
   - Hist 371 (Age of the American Revolution, 1763-1789)
   - Hist 372 (The Early Republic)
   - Hist 374 (The Age of Jackson and Lincoln)
   - Hist 382 (Ideas and Society)
   - Hist 392 (History of Working People in America)
   - Hist 391 (American Technology)
   - Art 254 (American Architecture)

Advanced Level: 4 courses

1. Hist 481 (Seminar in American History)
2. Anth 485 (Field Seminar in Archaeology), OR
   Anth 478, 479 (Independent Study) (in applied laboratory and archival techniques)
3. Anth 615 (Public Archaeology)
4. Anth 625 (New England Historical Archaeology)

Other Requirements

Students must achieve a cumulative grade point average of 2.0 or better in the 9 required courses to complete a program in New England Historical Archaeology. Required courses may not be taken pass/fail after a student has entered the program.

Transfer Credit Policy

Students who enter the program with academic training or experience which is equivalent to the introductory level courses in History (E265) or Anthropology (D102 or C104) will be allowed to replace these courses with electives chosen from the list of intermediate-level electives above or, with their advisor's permission, from among appropriate history or anthropology courses in the broader context of the development of American culture, such as those which deal with the European, Latin American, or African contributions to American society and history. In addition, students will be allowed to satisfy two of the intermediate or advanced requirements by using transfer credits or waivers based on professional training or practical experience. Students with extensive prior experience or training may also substitute electives for additional intermediate and advanced requirements. Such waivers, transfer credits and substitutions may be granted by the director of the program in consultation with the student's advisor. In cases where experience is being credited, the director may require letters of evaluation or the successful completion of a placement test.

Information

For further information students should contact the Program Director or the Department of Anthropology.

New England Prehistoric Archaeology Program

Director

Associate Professor Barbara Luedtke

The Program

The Program in New England Prehistoric Archaeology is a highly focused interdisciplinary course of study based in the Department of Anthropology and drawing on courses from the Departments of Biology, Physics, and Art. It is designed for both degree- and non-degree-seeking students with interests in American Indian history, avocational archaeology, the preservation of American Indian heritage, and cultural resource management; it provides basic training in archaeology and geology, and more specialized training in prehistoric archaeology, public archaeology, and field techniques. The program can be completed comfortably in two to six semesters, depending on prior training and experience, level of commitment, and the proportion of day to evening courses taken.

Requirements

Course Requirements

Introductory Level: 1 course

1. Anth D102 (Introduction to Archaeology and Biological Anthropology), OR
   Anth C104 (Persistence and Change in Cultural History)

Intermediate Level: 2 courses

1. Anth 241 (Archaeological Method and Theory)
2. Anth 332 (Prehistory of Eastern North America)

Advanced Level: 2 courses

1. Anth 485 (Field Seminar in Archaeology), OR
   Anth 478-79 (Independent Study) (in applied laboratory techniques)
2. Anth 615 (Public Archaeology)

Elective Requirements: 4 courses
Four courses must be selected from among the following electives:

Anth E234	(New World Prehistory)
Anth 250	(Hunter-Gatherer Cultures)
Anth C271	(Indians of North America)
Anth E240	(Historical Archaeology)
Anth 478-479	(Independent Study) OR
Anth 485	(Field Seminar in Archaeology) (whichever was not taken to meet the requirement, above)
Anth 625	(New England Historical Archaeology)
Art 293	(Photography)
Biol 613	(Archaeological Botany)
GES D105/D106	(Earth Science I and II)

Other Requirements

Students must achieve a cumulative grade point average of 2.0 or better in the 9 required courses to complete a program in New England Prehistoric Archaeology. Required courses may not be taken pass/fail after a student has entered the program.

Transfer Credit Policy

Students who enter the program with academic training or experience which is equivalent to the introductory level course (Anth D102 or C104) will be allowed to replace this requirement with a fifth elective selected from the list of courses above. In addition, students will be allowed to satisfy up to two of the intermediate or advanced requirements by using transfer credits or waivers based on professional training or practical experience. Students with even more extensive prior experience or training may also substitute electives for additional intermediate and advanced requirements. Such waivers, transfer credits and substitutions may be granted by the director of the program in consultation with the student's advisor. In cases where experience is being credited, the director may require letters of evaluation or the successful completion of a placement test.

Information

For further information students should contact the Program Director or the Department of Anthropology.

Department of Philosophy

Faculty

Lawrence Foster, Associate Professor and Chairperson; Professors Jane Martin, Robert Shope, Robert Swartz; Associate Professors Martin Andic, Lawrence Blum, Howard Cohen, Janet Farrell Smith, Joan O'Sullivan; Assistant Professors Karen Fiser, Tommy Lee Lott, Arthur Millman, Jennifer Radden; Lecturer David Flesche

The Department

The Philosophy Department offers three major programs. Each is intended for students with special interests in philosophy. The *Standard Major* provides sound training for those who anticipate graduate work in the field or wish to acquire a general and comprehensive knowledge of the basic historical and systematic themes in philosophy. The major in *Ethics, Social, and Political Philosophy* is intended for students who have a specific concern with questions of value as they apply to individuals, society, and the state. It should provide a broad outlook on these problems and attempted solutions to them, but should not in general be considered the best preparation for graduate work in philosophy. It will, however, serve as a good liberal arts base for careers in politics, the law, or social service. The third program is the *Joint Major in Philosophy and Psychology.* This is an integrated course of study for students of issues common to philosophy and psychology and/or problems in the basis and method of psychology. This major is different from a double major in philosophy and psychology: in a double major a student must fulfill the major requirements of both departments, while in the joint major fewer courses, in another pattern, are required. The joint major is a good base for work in many fields of psychology as well as for specialized graduate work in either philosophy or psychology.

The Philosophy Department attempts to provide meaningful and effective advising. Each of the major programs has a special advising plan and students are urged to take advantage of it. A student who intends to sign up as a major in one of these programs should contact the department chairperson, who will discuss the advising component of the program.

Requirements and Recommendations

The Philosophy Department offers courses at four levels of undergraduate study:

100-level courses

100-level courses are typically open to freshmen. They presume no previous coursework in philosophy and do not presume completion of the CAS writing requirement (Freshman English or its equivalent).

200-level courses

200-level courses are typically open to sophomores. They presume completion of an introductory-level philosophy course or course work in subjects related to the course topic or familiarity with philosophical issues. 200-level courses also presume some previous instruction in writing.

300-level courses

300-level courses are typically junior and senior level courses. They normally presume completion of one or two philosophy courses and completion of the CAS writing requirement. 300-level courses are generally either less specialized or less advanced than 400-level courses.

400-level courses

These courses are typically junior and senior level courses. They presume completion of one or two philosophy courses and of the CAS writing requirement. 400-level courses are generally on specialized or more advanced topics.

600-level courses

These are graduate courses which are open to juniors and seniors with the permission of the instructor.

These categories are *guides* to aid students in course selection rather than prerequisites. Prerequisites for courses are listed with the course descriptions.

Standard Philosophy Major

Standard Philosophy majors are required to take:

1. Phil C100 (Introduction to Philosophy)
   Phil D120 (Introduction to Logic)
   Phil E211 (Ancient Philosophy)
   Phil E212 (Modern Philosophy)
2. Five additional courses in philosophy, including at least two numbered 300 or higher.

Note: Two 100-level courses at most may be counted toward the major.

Ethics, Social, and Political Philosophy Major

Requirements for the Ethics, Social, and Political Philosophy major are Phil C100 (Introduction to Philosophy) and eight additional courses including at least five from the following three areas, with at least one from each area. One of the eight courses must be numbered 300 or higher. No more than two 100-level courses may count toward the major.

1. *History of Ethics, Social and Political Philosophy.*
   This area includes: Phil E216 (History of Ethics), Phil E218 (Major Social and Political Thinkers), Phil E289 (Marxist Philosophy), and Phil 465 (Kant's Moral Philosophy and Its Major Critics).
2. *Theory of Ethics, Social and Political Philosophy.*
   This area includes: Phil 333 (Ethical Theory), Phil E280 (Social and Political Philosophy), Phil 282 (Third World Political Philosophy), Phil 290 (Philosophy of Law), and Phil 335 (Rights).
3. *Problems in Ethics, Social and Political Philosophy.*
   This area includes: Phil C108 (Moral and Social Problems), Phil E222 (Moral Issues in Medicine), Phil E242 (Philosophical Issues of Sexuality), Phil E287 (Equality), Phil 288 (Capitalism and Socialism), and Phil 295 (Egoism, Selflessness, and Love).

Other

The following courses often or usually count toward the Ethics, Social, and Political Philosophy major: In area (1): Phil E211 (Ancient Philosophy), Phil E227 (Existentialism), Phil 351 (Plato), Phil 457 (Kierkegaard); in Area (3): Phil 305 (Philosophy and Literature).

A student may petition to count one (but only one) course in another department or interdisciplinary program toward fulfillment of the Ethics, Social, and Political Philosophy major requirements. The course must bear a close relation to the concerns and methods of the major. However, a petition is automatically accepted for a course in which faculty from the Philosophy Department do at least 50% of the teaching, e.g., LawJus 220 (Social Justice).

To have counted for credit toward this major a course which is not indicated as counting toward it on the pre-registration listing, a student must obtain the instructor's permission at the beginning of the semester and must also inform his or her advisor.

Philosophy

Joint Major in Philosophy and Psychology

In addition to a standard double major in philosophy and psychology, the Philosophy and Psychology Departments offer a special directed major. This joint major enables a student to set up an integrated program of study in the two fields according to the following guidelines:

1. A minimum of thirteen courses: six from each department, plus a course in directed independent study (usually taken during the final year). Of these, the following particular courses are required:

   Philosophy
   C100 (Introduction to Philosophy)
   D120 (Introduction to Logic)
   Psychology
   E101 (Introduction to Psychology)
   102 (Introduction to Behavioral Research) *and either*
   C280 (History of Psychology) *or*
   480 (Systems of Psychology)
   Phil/Psych
   Phil 487 or Psych 487 (Joint Independent Study)

2. Each student is required to plan out his or her program with a team of two advisors, one from each department. This need not be done prior to taking any courses in those departments, but should come close to the beginning of the student's stay at UMass/Boston. It should be understood that some courses a student may have taken in those departments prior to setting up such a major may not be included in courses that count towards this major, if both advisors feel they cannot be integrated into the student's course of study.

3. Such integrated courses of study need not require departmental approval in individual cases so long as both advisors concur in their judgment of the viability of the student's program, and the major requirements are satisfied.

4. Waiving any major requirement does require approval of both departments.

It is necessary to get approval for any of these philosophy majors from the Philosophy Department, and to sign up for them *by title* with the Office of Registration and Records.

The Minor

Philosophy minors must take at least six courses offered by the department. These must include Phil C100 (Introduction to Philosophy) and at least two courses numbered 300 or higher. No more than two courses numbered under 200 may be included in the required six.

Students will be assigned advisors upon notifying the Philosophy Department that they will be minoring in philosophy. Each student's advisor will recommend course sequencing at intermediate and advanced levels suitable to the student's needs and major program. For example, students majoring in political science may be advised to take courses relating to social and political philosophy, while students majoring in English or concentrating in linguistics may be advised to take logic before proceeding to intermediate and advanced courses.

Transfer Credit Policy

No more than three transfer courses are normally accepted toward the major requirements in philosophy. Beyond that, a petition from the student is required.

Phil E100 Introduction to Philosophy
Staff
An introductory examination of the problems and scope of philosophy.
Core Area: Philosophical and Humanistic Studies.
3 Lect Hrs
3 Credits

Phil C108 Moral and Social Problems
Mr Blum, Mr Cohen
Important moral and social issues of current concern are examined and debated. The course covers several problems each semester from a list including criminal punishment, war, abortion, racism, violence, the death penalty, private property, and sexism.
Core Area: Philosophical and Humanistic Studies.
3 Lect Hrs
3 Credits

Phil D120 Introduction to Logic
Ms Farrell Smith
The forms of valid reasoning, deductive and inductive, and their role in reflective thinking; formal logic, truth functions, quantifiers, proofs of formal adequacy, the classical problem and new riddle of induction, reasoning with probabilities, and elements of game theory.
Core Area: Mathematics and Computer Languages.
3 Lect Hrs
3 Credits

Phil C205 Inquiry and Investigation
Staff
Examination of the structure, powers, and limitations of science as a systematic way of inquiring into the nature of physical, human, and social reality. Readings from Hempel, E Nagel, Kuhn, Feyerabend, Hanson, Toulmin, and Reichenbach.
Core Area: Philosophical and Humanistic Studies.
3 Lect Hrs
3 Credits

Phil C208 Existential Themes in Philosophy and Literature
Ms Fiser, Ms Radden, Ms O'Sullivan
This course introduces the area of philosophical and humanistic studies by means of a consideration of existentialist ideas in both literature and philosophy. Issues will be chosen from a list including the self in relation to others; authenticity, self-deception, and bad faith; freedom and responsibility; death and the meaning of life; and the possibility of objective knowledge.
Core Area: Philosophical and Humanistic Studies.
3 Lect Hrs
3 Credits

Phil C209 Individual and Community
Staff
This course is a thematic introduction to methods and ideas central to philosophical and humanistic inquiry. The course will take up a series of ideas and thinkers linked by their relation to the theme of the individual in his or her relation to the community. Readings introduced in this course provide a suitable conceptual foundation for a student's inquiry into basic intellectual assumptions and questions of value.
Core Area: Philoshophical and Humanistic Studies.
3 Lect Hrs
3 Credits

Phil E210 Philosophy of Education
Staff
Philosophical ideas and concepts relevant to the nature and aims of education.
Core Area: Philosophical and Humanistic Studies.
3 Lect Hrs
3 Credits

Philosophy

Phil E211 Ancient Philosophy
Mr Andic
Theories about being and not being, truth and falsehood, meaning and reference, knowledge and belief, perception and reason, good and evil, from the pre-Socratics to the Stoics, Epicureans, Skeptics, and neo-Platonists, with emphasis on Plato and Aristotle.
Prerequisite: Phil E100 or permission of instructor.
Core Area: Philosophical and Humanistic Studies.
3 Lect Hrs
3 Credits

Phil E212 Modern Philosophy
Mr Andic, Mr Lott
The views of the continental rationalists—Descartes, Spinoza, Leibnitz—and the British Empiricists—Locke, Berkeley, Hume—in relation to general intellectual developments from the Renaissance to the Enlightenment.
Prerequisite: Phil E100.
Core Area: Philosophical and Humanistic Studies.
3 Lect Hrs
3 Credits

Phil E213 Nineteenth Century Philosophy
Ms Fiser
An exploration of the works of major thinkers of the nineteenth century, including Hegel, Kierkegaard, Dostoevsky, Nietzsche, Feuerbach, Marx and Mill.
Prerequisite: Phil E100.
Core Area: Philosophical and Humanistic Studies.
3 Lect Hrs
3 Credits

Phil E215 Philosophical Foundations of Public Policy
Ms Radden, Mr Lott, Mr Millman
This course explores several central philosophical frameworks underlying contemporary public policy debates, including various conceptions of social justice and human rights, utilitarian theory and decision theory. The role of philosophy in public policy will be illustrated through an analysis of such contemporary issues as foreign policy and human rights, tax policy, cost benefit analysis, environmental and health care issues.
Core Area: Philosophical and Humanistic Studies.
3 Lect Hrs
3 Credits

Phil E216 History of Ethics
Mr Blum, Ms O'Sullivan
Critical issues in moral philosophy as exhibited in the writings of Plato, Aristotle, Augustine, Hobbes, Kant, Mill and Nietzsche.
Prerequisite: Phil E100, or C108, or permission of instructor.
Core Area: Philosophical and Humanistic Studies.
3 Lect Hrs
3 Credits

Phil E218 Major Social and Political Thinkers
Ms Martin
The primary concern of this course is historical: the elucidation of the political and social theories of some of the major figures of the Western tradition (e.g., Plato, Machiavelli, Hobbes, Rousseau, and Marx). Stress will be put on the continuing relevance of these philosophers and political scientists.
Core Area: Philosophical and Humanistic Studies.
3 Lect Hrs
3 Credits

Phil E221 Business and Management Ethics
Ms O'Sullivan
An examination of the principles and theories of ethics applied to the problems of business, management, and industry at the decision-making level. Ethical analysis of cases involving issues such as conflict of interest, whistle-blowing, corporate social responsibility, and codes of ethics. This course will not satisfy CM requirements and should not be taken by CM students.
Prerequisite: Phil E100, C108 or, permission of instructor.
Core Area: Philosophical and Humanistic Studies.
3 Lect Hrs
3 Credits

Phil E222 Moral Issues in Medicine
Ms Farrell Smith
Concepts of health, illness, healing, under different paradigms of medicine. Is medicine an art or a science? Impact of medical technology on human life, death, what is considered "natural," with attention to issues in human reproduction (e.g., in vitro fertilization, conception, abortion). Questions of authority, accountability in the doctor-patient relationship, patient advocacy, self-help, right to health care or to refuse treatment. Social and political questions of health care organization.
Core Area: Philosophical and Humanistic Studies.
3 Lect Hrs
3 Credits

Phil E224 Philosophy of Art
Mr Andic
Theories of art, its meaning, purpose, intellectuality, and mystery, the meaning of irony, the nature of artistic imagination, and the relations of art to morality, religion, philosophy, and everyday life. Focus on the "traditional" theory of art in Plato's *Republic* and *Symposium,* with further readings from Simone Weil, AKC Coomaraswamy, Iris Murdoch, Martin Lings, Shakespeare, Keats, Robert Bresson, Max Picard, and RH Blyth.
Prerequisite: Phil E100, or permission of instructor.
3 Lect Hrs
3 Credits

Phil E225 Philosophy of Religion
Mr Andic, Mr Shope
A critical study of religious understanding and faith, and relations between religion and philosophy, and between religion and morality. Topics such as love, freedom, truth, meaning, immortality, suffering and happiness, justice and forgiveness, punishment and reward, proofs and disproofs of the existence of God and explanations of the nature of divinity and its relation to human beings.
Prerequisite: Phil E100, C108, or permission of instructor.
Core Area: Philosophical and Humanistic Studies.
3 Lect Hrs
3 Credits

Phil E227 Existentialism and Phenomenology
Ms Fiser
An inquiry into the broad philosophical movement of existentialism, through a reading of major existentialist thinkers including Sartre, Beauvoir, Camus, Merleau-Ponty, Marcel, Kierkegaard, Jaspers and Heidegger. Topics to be discussed include authenticity and freedom, self-deception, the absurd, the critique of Cartesianism, subjectivity and objectivity, and death and the meaning of life.
Prerequisite: Phil E100 or permission of instructor.
Core Area: Philosophical and Humanistic Studies.
3 Lect Hrs
3 Credits

Phil E230 Philosophy and Feminism
Ms Martin, Ms Farrell Smith
Different philosophical theories of feminist issues, including women's rights, whether women have a separate or special place in the family and social order, gender differences and biological factors in human nature, theories of patriarchy, how gender and world view are related. Readings from classical and contemporary philosophers and feminist thinkers. Note: At least one course in philosophy and one course in women's studies are recommended, though not required.
Core Area: Philosophical and Humanistic Studies.
3 Lect Hrs
3 Credits

Philosophy

Phil E242 Philosophy of Sexuality
Ms Radden
Theories of sexual morality proposed by philosophers and religious authorities are examined, and the relation between sex and sin is traced from Plato, through the works of Augustine and Aquinas, to those of present day moralists. Ancient and modern philosophical theories of sexuality and sexual love are considered as well as analyses of associated emotions like love, shame and possessiveness, and the relation of sexuality to self image. Certain political questions are addressed: e.g., the relation of law to sexual morality.
Core Area: Philosophical and Humanistic Studies.
3 Lect Hrs
3 Credits

Phil C265 Sanity and Madness
Ms Radden
Critical analysis of central legal, moral, and conceptual claims made about psychiatry and mental illness. Authors discussed will include those of the anti-psychiatry movement, especially RD Laing and Szasz.
3 Lect Hrs
3 Credits

Phil LC270 (PolSci LC270) The Darwinian Revolution
Mr Millman (Philosophy); Ms Paul (Political Science)
This course introduces the area of historical and cultural studies through an examination of the origin, development, and impact of evolutionary theories. Topics may include the concept of progress; the tradition of natural theology; materialism; evolutionary thought before Darwin; the relation of Darwin to political economy; natural selection and Darwin's *Origin of Species;* evolution and revolution in society; Social Darwinism; science and religion; controversies about eugenics, sociobiology, and creationism.
Core Area: Historical and Cultural Studies.
3 Lect Hrs
3 Credits

Phil E280 Social and Political Philosophy
Mr Cohen, Mr Blum
Representative problems and themes of social and political philosophy, especially the concepts of human rights, liberty, justice, equality, law, social obligation and the social contract.
Prerequisite: Phil E100 or permission of instructor.
Core Area: Philosophical and Humanistic Studies.
3 Lect Hrs
3 Credits

Phil E287 Equality
Mr Blum
Examination of the ideals of social equality and equal respect in the context of actual inequalities of sex, race, and class. Topics to be drawn from the following: Sex roles, freedom, and equality; sameness, difference, and equality; discrimination; equality of opportunity; equality and socialism; arguments for inequality; effect of sex, race, and class inequalities on self-respect; equality in American ideology. Readings from among the following: Aristotle, from *Politics.* De Tocqueville, from *Democracy in Americ*a. Simone de Beauvoir, *The Second Sex.* Sennett and Cobb, *The Hidden Injuries of Class.* Film: "Portrait of Theresa" (Cuban). Selections from contemporary philosophers, such as: J Rawls, B Williams, P Singer, M Warren.
Core Area: Philosophical and Humanistic Studies.
3 Lect Hrs
3 Credits

Phil E289 Marxist Philosophy
Ms Fiser
A philosophical exploration of the thought of Karl Marx, based on a reading of his early and mature works. Topics to be discussed are idealism and materialism; the relation between theory and practice; dialectic; alienation; ideology; class; the analysis of capitalism; reification; and some contemporary theories, including critical theory and socialist feminism. Other theorists to be read include Lenin, Engels, Mao Tse Tung, Lukács, Braverman, E P Thompson, Marcuse, and Gorz.
Prerequisite: Phil E100 or permission of instructor.
3 Lect Hrs
3 Credits

Phil E290 Philosophy of Law
Staff
Investigation of the internal aspects of law and legal systems (e.g., the nature of law, the structure of legal systems, criteria of legal validity); consideration of a legal system as an isolated closed system of concepts, postulates, rules of inference, deductions, and conclusions. The course is also concerned with the external aspects of the law (i.e., those relationships which exist between the law itself, conceived simply as a body of rules, and other things external to itself), the functions of the law, the limits of lawmaking as an enterprise, and most especially the relationship between the law and morality.
Prerequisite: Phil E100, or permission of instructor.
Core Area: Philosophical and Humanistic Studies.
3 Lect Hrs
3 Credits

Phil C295 Egoism and Altruism
Mr Blum
This course explores the phenomena of egoism and altrusim in light of two perennial concerns of ethical theory: Do we always act ultimately only for our own benefit? Do we have an obligation or reason to care about the welfare of others? Topics and readings include: The historical debate (Hobbes, Butler, Freud, Colin Turnbull). The desirability of egoism (Ayn Rand, W Somerset Maugham. *The Moon and Sixpence.)* Women and altruism (Anna Freud, Jean Baker Miller). "Psychological egoism" (J Rachels, C D Broad). The nature of care and sympathy (Adam Smith, Max Scheler, M Mayeroff). Sociobiology and altruism (E O Wilson, Mary Midgley). Altruism and society: the case of giving blood (R H Titmuss, Peter Singer). Social psychology and altruism (Darley and Latane). Universal and conditional love (Kierkegaard, L Blum). In addition to standard philosophical readings, the course makes use of material from literature, anthropology, biology, psychology, and sociology, exploring their contribution to an understanding of egoism and altruism.
Prerequisite: one course in philosophy.
Core Area: Philosophical and Humanistic Studies.
3 Lect Hrs
3 Credits

Phil E297 Oriental Philosophy
Staff
Examination of theoretical and practical presuppositions and methods of three great Eastern traditions (Hinduism, Buddhism, Taoism). The interface of Eastern approaches and crucial problems in Western philosophy and psychology. Readings such as the *Vedas* and *Upanishads, Bhagavad-Gita,* selected Buddhist *Hinayana* and *Mahayana* texts, *Tao-Te-Ching* (Lao Tzu), selections from Chuan Tzu, and modern approaches of Smith *(Religions of Man),* and Robert Orenstein *(Psychology of Consciousness).*
Prerequisite: Some background in Western philosophy.
Core Area: Philosophical and Humanistic Studies.
3 Lect Hrs
3 Credits

Phil 101 Projects on Contemporary Issues
Staff
Research will be conducted on relevant contemporary issues that relate to traditional philosophical problems.
1 Credit

Phil 104 Reasoning and Argument
Staff
Introduction to the basics of reasoning, argumentation, and critical thinking. Discussion includes criteria of sound reasoning, valid argumentation, common fallacies, and basic informal logic. The course depends heavily on examples and exercises, which are drawn primarily from non-philosophical discourse, e.g., political statements, advertisements, news stories, comic strips.
3 Lect Hrs
3 Credits

Philosophy

Phil 105 Putting Reasoning into Effective Writing
Staff
This course is designed to help students perfect their skills in the presentation of writing, reasoned argument, and discourse. The course focuses on methods of analysis, definition, and conceptual clarification, types of argumentation, and the applicability of different types of argumentation in practical affairs. Throughout, the theme is ways of effectively translating these intellectual skills into forceful prose for the purpose of communication and rational dialogue. This course satisfies one semester of the freshman writing requirement.
3 Lect Hrs
3 Credits

Phil 285 Freud, Skinner and Philosophy
Mr Shope
Clarification and appraisal of Skinner's philosophy of science (which he calls radical behaviorism), his value theory and epistemology, the nature of his fundamental concepts and the logic of the arguments in which he applies them to humans, as well as his objections to mentalistic theories such as those of psychoanalysis. Application of philosophy of science to Freud's views in order to clarify the concepts: unconscious, preconscious, the ego, and the id; to explain and assess the logic of Freud's arguments for the claim that there are causally active unconscious mental states; to analyze psychoanalytic hypotheses about the "meaning" of mental phenomena, and about their "motives" and causes; and to provide a critique of the concepts of psychic energy and wish fulfillment. Comparison of the strengths and weaknesses of Freud's and Skinner's views from a philosophical perspective.
Prerequisite: Permission of instructor.
3 Lect Hrs
3 Credits

Phil 288 Capitalism and Socialism
Staff
A comparative study of the philosophical foundations of two major systems of economic production and distribution. Through readings of representative authors the course will focus on the values embodied in each system. For example: equality, justice, civil liberties, cooperation, and individual initiative. The nature and importance of underlying assumptions about human needs and desires will also be considered.
Prerequisite: Phil E100 or permission of instructor.
3 Lect Hrs
3 Credits

Phil 300 Philosophy of History
Ms Martin, Mr Cohen
Some special problems concerning the conditions of historical knowledge, such as the possibility of objectivity, the standards for justified explanation, the role of causal laws, and the place of value judgments.
Prerequisite: Any course numbered 200 or above or permission of instructor.
3 Lect Hrs
3 Credits

Phil 302 Topics in Educational Theory and Philosophy
Ms Martin
Designed for students with some background in philosophy. This course focuses on one or more problems in philosophy of education, examples of which are: the nature of teaching and learning, the justification of educational decisions, the aims and content of political, moral and religious education, the relationship between education and society, and the nature of a liberal education.
Prerequisite: Phil E100 or permission of the instructor.
3 Lect Hrs
3 Credits

Phil 305 Philosophy and Literature
Mr Andic
A study of concepts such as self-knowledge, knowledge of others, sympathy, freedom, happiness, fantasy, selfishness, self-deception, pleasure, feeling and desire as they find expression in works of literature. Readings will be selected from such works as *Middlemarch* by George Eliot, *Anna Karenina* by Tolstoy, *The Brothers Karamazov* by Dostoevsky, *Red and Black* by Stendhal, *Remembrance of Things Past* by Proust, and *Under the Net* by Iris Murdoch.
Prerequisite: One philosophy course numbered 200 or above or permission of instructor.
3 Lect Hrs
3 Credits

Phil 307 Technology and Values
Mr Millman
The impact of technology on contemporary values, and the ethical issues arising out of technology. Topics include global distributive justice; environmental ethics; recombinant DNA technology; and rational methods of technology assessment such as risk-benefit analysis.
Prerequisite: One philosophy course numbered 200 or above or permission of instructor.
3 Lect Hrs
3 Credits

Phil 311 Medieval Philosophy
Mr Andic
A survey of major medieval philosophers, chiefly Augustine, Boethius, Anselm, Aquinas, Eckhart, and Nicolas of Cusa, with emphasis on their theories of self-knowledge, wisdom, goodness, happiness, love, truth, freedom, being, language, intellect and reason, eternity, time, and man as an image of God.
Prerequisite: Phil E211 (Ancient Philosophy) or permission of the instructor.
3 Lect Hrs
3 Credits

Phil 314 Contemporary Philosophy
Mr Swartz
Some major trends of analytical philosophy in the 20th century. Emphasis on the role of language in the formulations of proposed solutions to traditional problems in epistemology and metaphysics in the writings of such philosophers as Russell, Moore, and Wittgenstein.
Prerequisite: Phil E100.
3 Lect Hrs
3 Credits

Phil 320 Empiricism
Staff
A study of major epistemological and metaphysical works of John Locke, George Berkeley and David Hume.
Prerequisite: 2 courses in philosophy.
3 Lect Hrs
3 Credits

Phil 327 Meaning and Being
Ms Fiser
Exploration of themes in recent European philosophy, such as the self and the social world, anti-Cartesianism, subjectivity, language, and embodiment. Special attention to the Life-World, Being-in-the-World, and Forms of Life. Readings from such philosophers as Husserl, Heidegger, Sartre, Merleau-Ponty and Wittgenstein. The course is an appropriate sequel to Phil E213 or Phil E227.
Prerequisite: One 200 level course in philosophy or permission of instructor.
3 Lect Hrs
3 Credits

Phil 333 Ethical Theory
Mr Blum
The main problems and theories concerning the nature, scope and justification of value judgments. A systematic rather than historical approach.
Prerequisite: Phil E100.
3 Lect Hrs
3 Credits

Philosophy

Phil 335 Rights
Mr Cohen
Examines the concepts of "rights" both in its theoretical aspects and as it is used for advocating social change. Considers human rights, constitutional rights and legislated rights as they bear on specific problems in contemporary society.
3 Lect Hrs
3 Credits

Phil 337 Third World Political Philosophy
Mr Lott
Analysis of arguments presented in the writings of a selection of third world thinkers, such as Fanon, Nkrumah, Senghor, Ho Chi Minh, Mao Tse Tung, DuBois, Garvey, and Guevara. Consideration of such issues as colonialism, Marxism, cultural nationalism, authenticity, and violence.
3 Lect Hrs
3 Credits

Phil 344 Philosophy of the Mind
Mr Shope, Mr Andic, Ms Radden
The nature of mind and its relation to body and matter, with emphasis on recent advances in philosophy and psychology.
Prerequisite: Phil E100 or permission of instructor.
3 Lect Hrs
3 Credits

Phil 345 Theory of Knowledge
Mr Swartz, Mr Shope
Knowledge—its nature, forms, methods, scope, and validation.
Prerequisite: One philosophy course numbered 200 or above.
3 Lect Hrs
3 Credits

Phil 346 Philosophy of Science
Staff
The nature of scientific explanation, with attention to the social and philosophical aspects of scientific methodology.
Prerequisite: One philosophy course numbered 200 or above, or permission of instructor.
3 Lect Hrs
3 Credits

Phil 347 Problems of Metaphysics
Staff
Ideas such as substance, causality, mind and body, and free will, as they appear in several major metaphysical systems.
Prerequisite: Any philosophy course numbered 200 or above.
3 Lect Hrs
3 Credits

Phil 350 Philosophy of Anthropology
Mr Foster
Theories of meaning, truth, reality, and knowledge in the study of alien, especially preliterate, societies and conceptual systems. Readings from authors such as Hume, Ayer, Pierce, Popper, Wittgenstein, Winch, Rhees, MacIntyre, Gellner, Evans-Pritchard, Horton, Jarvie, Douglas and Levi-Strauss.
Prerequisite: Phil E100, one philosophy course numbered 200 or above, or permission of instructor.
3 Lect Hrs
3 Credits

Phil 351 Plato
Mr Andic
Plato's ethics, metaphysics, and theory of knowledge in the *Phaedo, Republic, Theaetetus, Cratylus, Parmenides, Sophist,* and *Statesman and Philebus,* as a solution to problems raised by his predecessors, notably Pythagoreans, Heraclitus, Parmenides, and the Sophists.
Prerequisite: Phil E211, or permission of instructor.
3 Lect Hrs
3 Credits

Phil 357 Kierkegaard
Mr Andic
Theories of meaning, truth, knowledge, good and freedom, in the aesthetic, ethical, and religious works of Kierkegaard, in contrast to those of Plato, Lessing, Kant, Hegel, and Simone Weil.
Prerequisite: Phil E100, or permission of instructor.
3 Lect Hrs
3 Credits

Phil 360 Bertrand Russell
Ms Farrell Smith
Russell's contributions to philosophy of language, logic, theory of knowledge, and science. His relations with other philosophers (Frege, Wittgenstein, William James) and 20th century intellectual issues (pacifism, secular humanism).
3 Lect Hrs
3 Credits

Phil 388 Moral Issues
Mr Swartz, Ms Farrell Smith
Application of advanced philosophical techniques to case studies and philosophical issues concerning three or four interrelated moral issues, such as suicide, self-defense, capital punishment, abortion, and euthanasia. Emphasis on contemporary sources with some consideration of the views of classical philosophers. Approximately one month is spent on each issue.
Prerequisite: Philosophy E100 or C108 or permission of the instructor.
3 Lect Hrs
3 Credits

Phil 410 Philosophy of Action
Ms Martin
Critical examination of fundamental topics in philosophy of action: the distinction between action and behavior, basic actions, the individuation of actions, ability and action, responsibility and action, knowledge of one's own actions, and the explanation of action. Discussion of the works of such philosophers as Austin, Melden, Davidson, Chisholm, VonWright and Goldman.
Prerequisites: Phil E100 and one philosophy course numbered 200 or above.
3 Lect Hrs
3 Credits

Phil 440 Logic and Language
Ms Farrell Smith
Topics in philosophy of language and logic: theory of reference, meaning, relation between language and reality, role of logical analysis of language in Russell's theory of descriptions and its critics, liar paradox and theory of truth, Chomsky's views on language and mind, and the relation between language and culture. Readings in current philosophy and linguistics. Course satisfies linguistics program requirements.
Prerequisites: Two philosophy courses, including one in logic, or permission of instructor.
3 Lect Hrs
3 Credits

Phil 444 Cooperative Education in Philosophy
Staff
Through the cooperative education program majors in the department are placed in paid work assignments which relate to studies in applied philosophy. Work periods are generally six months in length and begin in either January or July. Students are placed by the cooperative education office and awarded credit for study in conjunction with the work experience: typically, six credits for full time work and three credits for part time work. Credit is only awarded to students who successfully complete a study plan submitted to and approved by a member of the department. The plan should entail a body of work equivalent to that expected in a classroom based course for the same number of credits. The study plan should include appropriate reading and writing assignments. Coop education will count toward the major, but will not satisfy the advanced level course requirement.
Prerequisites: Sophomore standing, permission of the department chairperson, the Director of Cooperative Education, and instructor: by application and interview only.
Field work full or part time, independent meeting time with instructor arranged.
3-6 Credits

Philosophy

Phil 452 Aristotle
Mr Andic
Aristotle's philosophy as a response to Plato's views about meaning, being, knowledge, ideas, number and the good.
Prerequisite: Phil E211 or permission of instructor.
3 Lect Hrs
3 Credits

Phil 455 Hegel
Ms Fiser
This course is an introduction to the philosophy of Hegel and to the Hegelian tradition, through a reading of Hegel's major work *The Phenomenology of Spirit.* Other readings for the course include excerpts of *The Science of Logic* and *The Philosophy of Right,* as well as important critical sources.
Prerequisite: One philosophy course numbered 200 or above or permission of instructor.
3 Lect Hrs
3 Credits

Phil 462 The Critical Philosophy of Immanuel Kant
Mr Swartz
The critique of pure reason, with special attention to Kant's epistemology and critique of metaphysics.
Prerequisite: Philosophy E212 or permission of instructor.
3 Lect Hrs
3 Credits

Phil 465 Kant's Moral Philosophy and Its Critics
Mr Blum
A study of Immanuel Kant's major ethical writings (*Groundwork of the Metaphysics of Morals;* selections from *The Critique of Practical Reason, Religion Within the Limits of Reason Alone*) and of Kant's most significant critics of the 19th and 20th century: A Schopenhauer (*On the Basis of Morality*), GWF Hegel, F Nietzsche, K Marx, M Scheler or N Hartmann.
3 Lect Hrs
3 Credits

Phil 470 Wittgenstein
Ms Fiser
Intensive study of the early and late work of Ludwig Wittgenstein. Beginning with *Tractatus Logico-Philosophicus,* the course provides a historical-philosophical context for Wittgenstein's mature work. Other works read include *Philosophical Investigations, Zettel,* and *On Certainty.*
Prerequisites: Philosophy E100 and one intermediate course in philosophy or equivalent.
3 Lect Hrs
3 Credits

Phil 475 Philosophy and Psychoanalytic Psychology
Mr Shope
Philosophical clarification of psychoanalytic concepts (e.g., unconsciousness, wish-fullfillment, psychic energy, the meaning of mental phenomena) and assessment of the justification for theoretical and clinical claims in psychoanalysis. Students are urged to read Freud's general introduction to psychoanalysis and some of "The Interpretation of Dreams" before taking the course.
Prerequisite: Psychology E101, E215, C220 or permission of instructor.
3 Lect Hrs
3 Credits

Phil 478 Independent Study I
Staff
Independent study on approved topics in philosophy.
Prerequisite: Approval of Philosophy Department.
1-3 Credits

Phil 479 Independent Study II
Staff
See Phil 478.

Phil 480 Group Independent Study
Staff
Group independent study on approved topics in philosophy.
Prerequisite: Approval of Philosophy Department.
3 Lect Hrs
3 Credits

Phil 481 Selected Special Topics in Philosophy
Selected special topics in philosophy.
Prerequisite: Phil E100, or C108.
3 Lect Hrs
3 Credits

Phil 487 Independent Study for Joint Majors
Staff
Independent study for students in the Joint Major in Philosophy and Psychology, directed by at least one member of the Philosophy or Psychology Departments.
3 Lect Hrs
3 Credits

Phil 501 Internship in Philosophy
Staff
Students will assist in direction of research on contemporary issues carried on in Philosophy 101.
Prerequisite: Permission of Philosophy Department.
1 Credit

Phil 601 Foundations of Philosophical Thought
Mr Swartz
By discussing four or five traditional substantive problems in philosophy—morality, the nature of knowledge, freedom of the will, the nature of mind, and social organization—we attempt to derive a common approach that philosophers bring to these problems when developing their own solutions or criticizing the solutions of other philosophers. We also consider some of the ways that substantive issues and debates in philosophy relate to contemporary non-philosophical issues in our society and can be introduced into a broad range of educational environments outside standard philosophy courses.
Prerequisites: Junior or senior standing and permission of instructor.
3 Lect Hrs
3 Credits

Department of Physics

Faculty

Edward S Ginsberg, Associate Professor and Chairperson; Commonwealth Professor Ernest A Lynton; Professors Marvin M Antonoff, Donald H Lyons, Benjamin R Mollow, D V G L N Rao, George Salzman; Associate Professors Leonard A Catz, Peter E Gordon, Harold P Mahon, Arthur W Martin, Martin Posner, John Shane; Assistant Professor Nareshchandra P Shah

The Department

Physics seeks to understand the physical world by formulating general concepts and principles which organize and interrelate a vast range of seemingly unconnected natural phenomena. Energy and space-time exemplify such concepts, while the laws of thermodynamics, quantum mechanics, and electromagnetism exemplify principles of tremendous explanatory power. The Physics Department, through its programs of experimental and theoretical research, enlarges the understanding of various phenomena in quantum electronics, laser optics, condensed matter, magnetic resonance, low-temperature physics, nuclear spectroscopy, elementary particles, biophysics, energy conservation, and musical acoustics. Its teaching program involves students in theoretical and laboratory work so that they may better comprehend the nature of physical laws and applications.

Courses for Non-Science Majors

Courses numbered between D121 and D132 are intended primarily for non-science students. They emphasize general ideas rather than technical details and are taught with minimal reliance on mathematics. The first semesters of these courses have no prerequisites and are open to all students. They satisfy the natural science requirements and carry three credits.

Introductory Physics Courses

Phys D107-D108 is a course intended primarily for students majoring in biological or behavioral science. Familiarity with college level mathematics (algebra and trigonometry) is desirable. Phys D113-D114 is a calculus-level introductory course intended for students in the physical sciences, pre-engineering, and mathematics. The introductory lab courses, Phys 181 and 182, are appropriate to accompany either the calculus or the non-calculus introductory courses. Phys 211 completes the introductory sequence of calculus-level courses.

Requirements and Recommendations

Whenever possible, physics majors should begin their work in both physics and mathematics in the freshman year by enrolling in Physics D113-D114, 181, 182, and Calculus. Students who are interested in physical science or engineering, but who are not ready to move into Physics D113-D114, should seek advice from the department about an alternative course sequence before starting introductory physics.

Requirements for Graduation with BA in Physics

Majors must earn a minimum of 34 credits in physics courses including Physics D113, D114, 181, 182, D211, 214, 281, 312, 321, either 371 or 382, and two physics electives at the level of 300 or higher. Physics majors also must complete Mathematics 240 and 310. A physics major may complete up to two courses in mathematics or cognate sciences at the advanced level in lieu of advanced physics electives, but prior approval of the department at least one semester before his or her expected graduation is required. Completion of the BA in physics fulfills the field of knowledge requirement for eligibility to apply for certification from the Massachusetts State Department of Education. For further information, contact the Institute for Learning and Teaching (see listing elsewhere in this catalog).

Requirements For Graduation with BS in Physics

Majors must earn a minimum of 40 credits in physics courses including Physics D113, D114, 181, 182, D211, 214, 281, 312, 321, either 371 or 382, either 322 or 374, 421, and two physics electives at the level of 300 or higher. In addition majors must complete Chemistry D103-D104 and Mathematics 240, 310, and D137. (Students with proficiency in computer programming may request of the department a waiver of the Mathematics D137 requirement.) Students should note that the University requires for a BS degree six mathematics or science courses outside of the student's major field. Most physics majors (especially those planning graduate work and/or professional careers in physical science) will want to take more physics and mathematics courses than the minimum required for graduation. Additional courses recommended for students planning to pursue graduate studies are Physics 322, 350 and 422, and two or more semesters of mathematics courses such as Mathematics 311 and 320. Some graduate schools require a reading knowledge of Russian, German, or French. All majors are encouraged to gain facility in computer programming.

Requirements for Graduation with BS in Engineering/Physics

This major combines the first two years of a standard engineering curriculum, the requirements for the BS in Physics, and advanced work in engineering and applied science. For a detailed description, see the Engineering/Physics section of this catalog.

Honors

Students wishing to graduate with honors in physics must

A. Complete satisfactorily 6 credits of supervised research and be nominated for honors by the supervising faculty member;

B. Have a 3.0 cumulative average in physics courses; and

C. Have written a thesis and given an oral presentation of their research project. The physics faculty must approve the awarding of honors for this work.

Transfer Credit Policy

At least half the courses required for the major must be taken at the University of Massachusetts at Boston. This requirement may be waived in exceptional circumstances upon recommendation by the Physics Department.

Phys D107 College Physics I
Staff
Non-calculus introductory physics for life-science students and others with a program requirement for a year of physics at this level. Topics include mechanics, fluids, wave motion, kinetic theory of gases, temperature and heat. Students who need or want laboratory work in physics should enroll concurrently in Phys 181.
Prerequisite: Math D130 or permission of instructor.
Core Area: Natural Sciences.
3 Lect Hrs, 1 Disc Hr
3 Credits

Phys D108 College Physics II
Staff
A continuation of Phys D107. Topics include thermodynamics, electricity, and magnetism; optics; and a preview of modern physics. Students who need or want laboratory work in physics should enroll concurrently in Phys 182.
Prerequisite: Phys D107 or permission of instructor.
Core Area: Natural Sciences.
3 Lect Hrs, 1 Disc Hr
3 Credits

Physics

Phys D113 Fundamentals of Physics I
Staff
The first semester of calculus-level introductory physics. Topics include mechanics, hydrodynamics, waves, kinetic theory, and heat. Students who need or want laboratory work in physics should enroll concurrently in Phys 181.
Corequisite: Math D140; corequisite for physics majors: Phys 181.
Core Area: Natural Sciences.
3 Lect Hrs, 2 Disc Hrs
4 Credits

Phys D114 Fundamentals of Physics II
Staff
The second semester of calculus-level introductory physics. Topics include thermodynamics, electricity and magnetism, geometrical and wave optics. Students who need or want laboratory work in Physics should enroll concurrently in Phys 182. Note: Phys D114 may be substituted for Math 150 as a recommended prerequisite for Math 240.
Corequisite: Math D141; corequisite for physics majors: Phys 182.
Prerequisite: Phys D113 or permission of instructor.
Core Area: Natural Sciences.
3 Lect Hrs, 2 Disc Hrs
4 Credits

Phys D121 Introduction to Astronomy I
Staff
Descriptive introduction to astronomy and astrophysics. Includes study of the planets, stars, galaxies, physics of space exploration, and life on other worlds.
Core Area: Natural Sciences.
3 Lect Hrs
3 Credits

Phys D122 Introduction to Astronomy II
Staff
A continuation of Phys D121.
Prerequisite: Phys D121 or permission of instructor.
Core Area: Natural Sciences.
3 Lect Hrs
3 Credits

Phys D123 Concepts of Modern Physics I
Staff
A view of the natural world as revealed by physics. Emphasizing basic concepts and unifying principles, the course is presented at a level accessible to non-science students. The material is developed in historical context and includes topics of contemporary interest.
Core Area: Natural Sciences.
3 Lect Hrs
3 Credits

Phys D124 Concepts of Modern Physics II
Staff
A continuation of Phys D123.
Prerequisite: Phys D123 or permission of instructor.
Core Area: Natural Sciences.
3 Lect Hrs
3 Credits

Phys D132 Energy
Staff
The problems of energy—what it is, how it is obtained and used, limitations on its generation from various sources and on its utilization—are considered from all perspectives: scientific, technical, environmental, economic. Topics include theory of energy; generation of energy from fossil, nuclear, solar, geothermal, atmospheric, and other sources; general problems related to the production and consumption of energy, and problems specific to particular sources.
Core Area: Natural Sciences.
3 Lect Hrs
3 Credits

Phys D211 Introduction to Contemporary Physics
Staff
The third semester of calculus-level introductory physics. Topics include special relativity; the historical development of quantum theory; elements of quantum mechanics; with applications to atomic, molecular, solid state, nuclear and particle physics. Students who need or want laboratory work in modern physics should enroll concurrently in Phys 281.
Prerequisite: Phys D114 or permission of instructor.
Core Area: Natural Sciences.
3 Lect Hrs
3 Credits

Phys E221 Astrophysics, Relativity, and Cosmology
Staff
Introduction to Einstein's theories of special and general relativity and the idea of curved spacetime. Application to cosmological theories of the universe, including the big bang and steady state models. Analysis of observational evidence for such theories.
Prerequisite: Phys D122 or permission of instructor.
Core Area: Natural Sciences.
3 Lect Hrs
3 Credits

Phys 181 Physics Laboratory I
Staff
Exploration of basic physical phenomena through laboratory work. Experiments in kinematics, mechanics and hydrostatics. This course is designed to accompany either level of introductory physics.
Corequisite: Phys D107 or D113.
3 Lab Hrs in alternate weeks
1 Credit

Phys 182 Physics Laboratory II
Staff
Exploration of basic physical phenomena through laboratory work. Experiments in thermodynamics, electricity, magnetism and optics. This course is designed to accompany either level of introductory physics.
Corequisite: Phys D108 or D114.
3 Lab Hrs in alternate weeks
1 Credit

Phys 214 Thermodynamics
Staff
An introduction to the principles of thermodynamics. Concepts include temperature, internal energy, heat, free energy, entropy, work, and the laws which relate them to each other. Application is made to systems including ideal gases, heat engines and refrigerators.
Prerequisite: Math D141 and Phys D113.
3 Lect Hrs
3 Credits

Phys 281 Physical Laboratory I
Staff
Basic principles of experimental physics and error analysis. Experiments in modern physics and optics, including spectroscopy, electromagnetism, atomic nuclear physics.
Corequisite for physics majors: Phys D211.
Prerequisite: Phys 182 or permission of instructor.
4 Lab Hrs, 1 Lect Hr
3 Credits

Phys 312 Mechanics
Staff
Principles of Newtonian mechanics, conservation laws, gravitational potential theory, and conservative fields, central forces, oscillatory systems, rigid body rotation, and relativistic mechanics.
Corequisite: Math 310.
Prerequisite: Phys D211 or permission of instructor.
3 Lect Hrs
3 Credits

Phys 321 Theory of Electricity and Magnetism I
Staff
Basic concepts of electric and magnetic fields, electrostatics, magnostatics, electric currents, electromagnetism, development of Maxwell's equations and simple applications, physical optics, reflection, dispersion, polarization, and diffraction.
Prerequisite: Math 240, Phys 312, or permission of instructor.
3 Lect Hrs
3 Credits

Phys 322 Theory of Electricity and Magnetism II
Staff
A continuation of Phys 321. Description of the phenomena of electricity and magnetism in mathematical terms, boundary value problems and boundary conditions, transmission lines, wave guides, radiation from a moving charge, and special relativity.
Prerequisite: Phys 321, Math 270.
3 Lect Hrs
3 Credits

Physics

Phys 350 Statistical Physics
Staff
Topics in heat, thermodynamics, kinetic theory, and elementary statistical mechanics.
Prerequisite: Phys 312 or permission of instructor.
3 Lect Hrs
3 Credits

Phys 371 Basic Electronics with Lab
Staff
Direct current circuits, electrical measurements, alternating current circuits, circuit analysis, diodes, rectifier circuits, filters, voltage regulators, vacuum tubes, transistors, amplifier circuits, oscillators, comparison measurements, elements of servo systems, operational amplifiers, and pulse amplifiers.
Prerequisites: Phys D114, 182.
1 Lect Hr, 4 Lab Hrs
3 Credits

Phys 374 Digital Electronics
Staff
Concepts of digital measurements, counting, timing and switching, basic logic concepts, basic theorems in Boolean Algebra, manipulation of logic statements, binary information gates, application of logic gates, flip-flops and multivibrators, counter, registers and readouts, digital and analog-digital instruments, and microprocessing systems.
Prerequisite: Phys 371.
3 Lect Hrs
3 Credits

Phys 382 Intermediate Laboratory
Staff
Experiments in geometrical and physical optics, electronics, atomic physics, and nuclear physics. Individual program of experiments for each student according to his/her interests and previous experience.
Corequisite: Phys 321 or permission of instructor.
Prerequisite: Phys 281.
1 Lect Hr, 4 Lab Hrs
3 Credits

Phys 421 Atomic Physics and Introduction to Quantum Mechanics
Staff
The fundamental and elementary applications of quantum mechanics with emphasis on physical content rather than formalism. Elementary wave mechanics developed and applied to simple atomic structure. Topics include spectroscopic and other phenomena which form the experimental basis of modern atomic physics, the role of the Pauli principle and spin in determining periodic atomic properties, and radiation phenomena.
Prerequisite: Phys 312 or permission of instructor.
3 Lect Hrs
3 Credits

Phys 422 Nuclear and Particle Physics
Staff
A continuation of Phys 421. The basic properties of nuclei, particle scattering, radioactivity, nuclear stability, dynamics of nuclear reactions, potential well and barrier problems in quantum mechanics, and particles.
Prerequisite: Phys 421.
3 Lect Hrs
3 Credits

Phys 479 Readings in Physics I
Staff
Supervised individual study of special topics in physics that are not available in regular courses.
Prerequisites: Junior standing and approval of plan of study by supervising instructor and by department chairperson.
Hrs by arrangement
1-3 Credits

Phys 480 Readings in Physics II
Staff
See Phys 479.

Engin Phys 481-482
(See Engineering/Physics)

Phys 487 Research in Physics I
Staff
Supervised research.
Prerequisite: Junior standing, and approval by supervising instructor and department chairperson.
Hrs by arrangement
1-3 Credits

Phys 488 Research in Physics II
Staff
See Phys 487.

Phys 600 Electronic Instrumentation—Analog
Staff
A lecture and laboratory course on analog electronics. Emphasis is placed on pragmatic and intuitive approaches to analog electronic circuit designs. A supervised independent project illustrating an aspect of basic analog electronics is required of each student.
Prerequisite: Graduate standing or permission of instructor.
2 Lect Hrs, 4 Lab Hrs
3 Credits

Phys 601 Electronic Instrumentation II—Digital
Staff
A lecture and laboratory course to provide understanding of digital electronics and microprocessors. Emphasis will be placed on digital logic components, digital circuit design, and techniques for incorporating microprocessors and microcomputers into laboratory experiments.
Prerequisite: Graduate standing or permission of instructor.
2 Lect Hrs, 4 Lab Hrs
3 Credits

Phys 602 Laser Optics Laboratory
Staff
A lecture and laboratory course to provide a working understanding of modern optics, lasers and applications. Topics include optical resonators, solid state, gas and semiconductor lasers, tunable dye lasers, nonlinear optics and spectroscopy applications. Selected topics, which may vary from year to year according to the interests of the staff and recent developments in technology, stress practical instrumentation as well as relevant theory.
Prerequisite: Permission of instructor.
2 Lect Hrs, 4 Lab Hrs
3 Credits

Phys 603 Nuclear Radiation Physics and Biophysics Laboratory
Staff
A laboratory-based course to illustrate the theory and experimental techniques utilized in nuclear radiation physics and biophysics. Topics include modes of production of nuclear radiation (charged particles, electromagnetic radiation, neutrons), interaction of radiation with matter (including biological tissue), instruments and techniques for radiation detection and spectroscopy, radiation protection and safety, and the use of radioisotopes in physical, chemical and biomedical research. Selected topics may include: neutron activation analysis, X-ray fluorescence, the Mossbauer effect, radioimmunoassay techniques utilizing radioisotopes, computer assisted tomography (CAT), and experiments on the interaction of radiation with tumor cells.
Prerequisite: Permission of instructor.
2 Lect Hrs, 4 Lab Hrs
3 Credits

Phys 604 Cryogenics and Vacuum Technology
Staff
A lecture and laboratory course to provide a working understanding of modern practice in cryogenics and vacuum technology. Topics include low temperature properties of materials, gas purification, separation and liquefication systems, instrumentation for measurement of temperatures, and pressure and vacuum technology. Selected topics, which may vary from year to year according to the interests of the staff and recent developments in technology, stress practical instrumentation and applications.
Prerequisite: Permission of instructor.
2 Lect Hrs, 4 Lab Hrs
3 Credits

Physics

Phys 605 Energy Laboratory
Staff
A lecture and laboratory course focusing on small-scale technology, and methods for improving the efficiency of energy use. Topics representing current activities of the staff and student interests may include methods for passive and active solar collection, computer-based instrumentation techniques, energy auditing of industrial processes, alternative techniques for saving energy in residential buildings, and computer modeling of building energy performance and the effect of parametric modifications to the envelope, HVAC and other energy systems of commercial buildings.
Prerequisite: Permission of instructor.
2 Lect Hrs, 4 Lab Hrs
3 Credits

Phys 608 Biophysical Instrumentation
Staff
A lecture and laboratory course on the application of microcomputers and microprocessor-based electronics to laboratory experiments in the biological and physical sciences. Emphasis is on techniques for interfacing the microcomputer to laboratory experiments for automated data acquisition, data reduction and analysis, information display, and real-time control of experiments.
Prerequisites: Senior or graduate status, advanced laboratory work in major, and familiarity with a programming language, or permission of the instructors.
2 Lect Hrs, 4 Lab Hrs
3 Credits

Phys 609 Physics of Medical Imaging
Staff
General introduction to the physical principles involved in various medical imaging modalities, including x-ray imaging, x-ray tomography, radio-nuclide imaging, ultrasonic imaging, and nuclear magnetic resonance imaging.
Prerequisite: Graduate standing or permission of instructor.
3 Lect Hrs, 1 Disc Hr
3 Credits

Phys 610 Topics in Medical Imaging
Staff
This course will focus on an in-depth study of specific topics in the various medical imaging modalities.
Prerequisite: Physics 609 or permission of instructor.
3 Lect Hrs, 1 Disc Hr
3 Credits

Phys 611 Theory of Classical Mechanics and Fluid Mechanics
Staff
Principles of classical mechanics. Generalized coordinates, Lagrangian and Hamiltonian formulations, variational principles, multiple periodic systems, continuous media, and fluid mechanics.
Prerequisite: Permission of instructor.
3 Lect Hrs, 1 Disc Hr
3 Credits

Phys 612 Electromagnetic Theory
Staff
A lecture course to develop electromagnetic theory and to treat various applications. Topics include Maxwell's equations in vacuum and in material media; electromagnetic theory of continuous media; reflection, refraction, diffraction and radiation of electromagnetic waves. Applications are selected from such topics as wave guides and resonant cavities; and magneto-hydrodynamics and plasma physics.
Prerequisite: Permission of instructor.
3 Lect Hrs, 1 Disc Hr
3 Credits

Phys 613 Quantum Mechanics, Atomic and Molecular Physics
Staff
A lecture course on the fundamental principles and applications of the quantum theory of matter. Topics include bound systems (e.g., potential well harmonic oscillator, hydrogen atom), angular momentum, spin, identical particles, the periodic table, exchange forces, chemical bonding, linear vector spaces, and perturbation theory. Other topics (e.g., magnetic resonance, symmetry groups, elementary particles) are selected according to student and faculty interests.
Prerequisite: Permission of instructor.
3 Lect Hrs, 1 Disc Hr
3 Credits

Phys 614 Thermodynamics and Statistical Mechanics
Staff
A lecture course on the principles of thermodynamics and statistical mechanics. Topics include: fundamentals of thermodynamics, first and second laws, thermodynamic potentials, phase transitions, classical kinetic theory, classical statistical mechanics, and quantum statistical mechanics. Applications of the principles are made to physical, chemical, and biological systems of special or current interest.
Prerequisite: Permission of instructor.
3 Lect Hrs, 1 Disc Hr
3 Credits

Phys 615 Solid State Physics
Staff
The application of quantum mechanics to the theory of the solid state. Topics include periodic structures, lattice waves, band theory of solids, dynamics of electrons in solids, and magnetic resonance. Some applications of the theory to semiconductor devices are made.
Prerequisite: Permission of instructor.
3 Lect Hrs, 1 Disc Hr
3 Credits

Phys 616 Mathematical Methods for Physicists
Staff
A course in mathematical methods with applications to analytical and quantum mechanics and electromagnetic theory. Topics include vector analysis, tensor algebra, linear algebra and group theory, functions of a complex variable, second order differential equations, Fourier series and transforms, and the calculus of variations.
Prerequisite: Permission of instructor.
3 Lect Hrs, 1 Disc Hr
4 Credits

Phys 697 Special Topics in Applied Physics
Staff
The study of a particular topic in applied physics, such as nuclear reactor physics, semiconductor devices, superconductivity, magnetic resonance, etc.
Prerequisite: Permission of instructor.
Hrs by arrangement
4 Credits

Department of Political Science

Faculty

John Spence, Associate Professor and Chairperson; Boyden Professor Franklin K Patterson; Commonwealth Professor William Roy Hamilton; Professor Emeritus Dorothy Marshall; Professors George Goodwin, Jr., Winston Langley, Robert J Steamer, Glenn E Tinder, Robert Weiner; Associate Professors Edmund Beard, Roger Feinstein, Keitha Fine, Kathleen Hartford, Sanford R Lieberman, Morris Lounds, Diane Paul, AP Simonds, Primo Vannicelli, James Ward, Paul Watanabe

The Department

The Department of Political Science offers students a variety of program and course options in the study of political institutions, processes, and problems. In the study of politics, our concern is both practical and evaluative. We endeavor to acquire reliable facts and sound analytic concepts so as to evaluate political phenomena confidently and carefully. We analyze local, national, and international institutions and issues, drawing on current data, historical studies, and theoretical approaches. We attempt to formulate standards for the appraisal of political life and the performance of institutions. Finally, we strive to impress upon students that politics touches on virtually every aspect of a person's existence. Thus, we are not merely concerned with understanding how societies are governed but also with the consequences for human welfare of various structures, processes, and beliefs. We hope thereby to assist in some way in the perennial quest of men and women for a just, compassionate, and responsible political order.

Requirements

The Major

All majors in political science must take PolSci E122, Pol Sci C123 and eight additional courses in political science of which at least one must be taken in each of the following five areas:

A. Politics of an Industrial Society

PolSci E201
PolSci E203
PolSci 354
PolSci 356
PolSci 360
PolSci 361
PolSci 363
PolSci 364
PolSci 365

B. Politics of a Transitional Society

PolSci E202
PolSci 351
PolSci 353
PolSci 371
PolSci 375
PolSci 387
PolSci 388
PolSci 391
PolSci 392
PolSci 486
PolSci 487

C. International Relations

PolSci C220
PolSci 402
PolSci 411
PolSci 412
PolSci 415
PolSci 420
PolSci 421
PolSci 424
PolSci 430

D. Political Theory

PolSci C251
PolSci C252
PolSci 451
PolSci 452
PolSci 454
PolSci 455
PolSci 459
PolSci 464
PolSci 465
PolSci 468
PolSci 470
PolSci 472

E. U.S. Politics

PolSci 303
PolSci 311
PolSci 318
PolSci 324
PolSci 325
PolSci 327
PolSci 328
PolSci 329
PolSci 332
PolSci 338
PolSci 341
PolSci 344

(Certain political science courses do not fall into any of the above five categories.)

At least three of the ten courses must be above the 200 level.

A student completing requirements for a second major or for a program or minor in addition to his or her political science major may, with the approval of his or her advisor, apply up to two courses in cognate fields toward this total of ten.

No more than three courses in practical politics or internships and no more than three courses in independent study or honors work may be counted toward these requirements.

The Minor

Students minoring in political science must complete a total of six courses:

1. PolSci E122 and PolSci C123
2. Four more political science courses, including at least two at the 300 or 400 level.

Honors

Students who have done distinguished academic work in the department may wish to write an honors thesis during their senior year. Those interested in such a project should consult with their advisors prior to the completion of their junior year.

Transfer Credit Policy

Transfer students must complete a minimum of four political science courses above the 100 level at UMass/Boston.

PolSci C100 Introduction to Contemporary Politics
Ms Fine and Staff
Study of selected political issues along such thematic lines as election analysis, and forms and incentives for political participation or power distribution. Concrete illustrative examples will be used. The course examines various ways social scientists approach these issues.
3 Lect Hrs
3 Credits

PolSci E122 Government and Politics of the United States
Staff
The three main branches of the natonal government, federalism, political parties, interest groups, and governmental functions.
Core Area: Social and Behavioral Sciences.
3 Lect Hrs
3 Credits

PolSci C123 Political Ideas of the Twentieth Century
Staff
Major political viewpoints of the present, including Conservatism, Liberalism, Marxism, and Fascism.
Core Area: Social and Behavioral Sciences.
3 Lect Hrs
3 Credits

Political Science

PolSci E201 Comparative Politics of Industrialized Societies
Ms Fine, Mr Weiner
Introductory survey of political systems in the industrialized world, including the United States, Europe, and Japan.
Core Area: Social and Behavioral Sciences.
3 Lect Hrs
3 Credits

PolSci E202 Comparative Politics of Transitional Societies
Ms Hartford, Mr Langley
Introductory survey of political systems in non-industrialized nations, drawing on examples from Latin America, Africa, and Asia. Course content focuses on the nature of the development process and the evolution of political institutions and practices.
Core Area: Social and Behavioral Sciences.
3 Lect Hrs
3 Credits

PolSci E203 Public Policy
Mr Beard
The process of policy making in Washington and the manner and effects of policy implementation in states and localities.
Prerequisite: Sophomore standing.
Core Area: Social and Behavioral Sciences.
3 Lect Hrs
3 Credits

PolSci C220 International Relations
Mr Langley, Mr Vannicelli, Mr Watanabe
Through the examination of past and current international events, this course identifies basic principles and concepts which explain the behavior of nations; and it provides an introducton to the general area of social and behavioral sciences. Special attention is given to the role of war, economic relations, technology, ideologies (Marxism and Capitalism-Liberalism in particular), and various attempts like those of the United Nations to regulate international conflict. Of particular concern is the role of the Third World and its perspective, the dynamics of global interdependence, and the psychological dimension which ultimately determines how nations perceive each other.
Prerequisite: Sophomore standing.
Core Area: Social and Behavioral Sciences.
3 Lect Hrs
3 Credits

PolSci C230 Introduction to Political Analysis
Mr Ward
An introduction to political science and the ways in which human nature, politics, and society are studied in the area of social and behavioral sciences. The course material covers three areas: the possibilities and problems of the scientific study of political phenomena; the basic orientations within political science (such as systems theory, behavioralism, structural-functionalism, etc.); and introductory statistics—no math background is required. The course introduces students to the communicative and analytic methods of a scholarly discipline, teaches them to read theoretical and research materials, and helps them to acquire basic quantitative skills.
Prerequisite: Sophomore standing.
Core Area: Social and Behavioral Sciences.
3 Lect Hrs
3 Credits

PolSci C251 Ancient and Medieval Political Thought
Mr Ward
The origins and the early development of the main political ideas of the West.
Prerequisite: Sophomore standing.
Core Area: Philosophical and Humanistic Studies.
3 Lect Hrs
3 Credits

PolSci C252 Modern Political Thought
Mr Simonds, Mr Ward
The history of Western political ideas from the time of Machiavelli to that of Marx.
Prerequisite: Sophomore standing.
Core Area: Historical and Cultural Studies.
3 Lect Hrs
3 Credits

PolSci LC270 (Phil LC270) The Darwinian Revolution
Ms Paul
This course introduces the area of historical and cultural studies through an examination of the origin, development, and impact of evolutionary theories. Topics may include the concept of progress; the tradition of natural theology; materialism; evolutionary thought before Darwin; the relation of Darwin to political economy; natural selection and Darwin's *Origin of Species;* evolution and revolution in society; Social Darwinism; science and religion; controversies about eugenics; sociobiology and creationism.
Core Area: Historical and Cultural Studies.
3 Lect Hrs
3 Credits

PolSci 122 Government and Politics of the United States
Staff
The three main branches of the national government, federalism, political parties and interest groups, and governmental functions.
3 Lect Hrs
3 Credits

PolSci 123 Political Ideas of the Twentieth Century
Staff
Major political viewpoints of the present, including Conservatism, Liberalism, Marxism, and Fascism.
3 Lect Hrs
3 Credits

PolSci 201 Comparative Politics of Industrialized Societies
Mr Weiner, Ms Fine
Introductory survey of political systems in the industrialized world, including the United States, Europe, and Japan.
3 Lect Hrs
3 Credits

PolSci 202 Comparative Politics of Transitional Societies
Ms Hartford, Mr Langley
Introductory survey of political systems in non-industrialized nations, drawing on examples from Latin America, Africa, and Asia. Course content focuses on the nature of the development process and the evolution of political institutions and practices.
3 Lect Hrs
3 Credits

PolSci 220 International Relations
Mr Langley, Mr Vannicelli, Mr Watanabe,
Analysis of the basic principles and concepts which explain the behavior of states as they interact with each other. Examination of the struggle for power and the search for order in historical and contemporary perspective. Special attention is paid to: the causes, functions, and effects of war; the role of power, national interest, foreign policy-making, nationalism, the Third World, ideology and technology in international politics; emerging patterns of transnational interdependence.
3 Lect Hrs
3 Credits

Political Science

PolSci 224 The Political Novel
Mr Tinder
This course studies some of the best novels concerning political conditions, ideas, and passions in our time. Franz Kafka, Andre Malraux, Arthur Koestler, George Orwell, and Ignazio Silone are among the novelists whose works are read. Such writers depict the plight of human beings in the 20th century; their works are broad in scope and philosophical in mood. Consequently they offer a superb opportunity for reflection and discussion concerning human nature, the human situation today, and the political possibilities and responsibilities that these put before us.
Prerequisite: Sophomore standing.
3 Lect Hrs
3 Credits

PolSci 230 Introduction to Political Analysis
Mr Ward
Principal topics include philosophical foundations of political science, research methods, and statistical approaches.
3 Lect Hrs
3 Credits

PolSci 303 Public Policy
Mr Beard, Mr Patterson
Political aspects of social and economic policies in the United States. Analysis of both empirical and normative factors in the formation of public policy.
Prerequisite: Junior standing.
3 Lect Hrs
3 Credits

PolSci 304 The Political Novel
Mr Tinder
A study of contemporary political realities and ideas as these are illuminated by novels. Subjects studied include revolution, tyranny, fanaticism, liberalism, alienation, and personal responsibility. Such writers as Silone, Koestler, Trilling, Dos Passos, Kafka, Malraux, and Marquez.
Prerequisite: Junior standing or permission of instructor.
3 Lect Hrs
3 Credits

PolSci 305 Images of World Politics in Film and Literature
Staff
Examination of political symbolism, both as an approach to political analysis and as a source of information on non-American political systems. Films and related readings on visions of past, present, and future politics.
3 Lect Hrs
3 Credits

PolSci 306 Political Socialization
Mr Lounds, Mr Patterson
Analysis of the various institutions that act as socializing agents in the political culture. Focus is primarily on the family and the school.
3 Lect Hrs
3 Credits

PolSci 307 Political Change and Group Identity
Mr Lounds
The course is concerned with the impact of group identity—racial, tribal, religious, ethnic, national—on political systems in the developing and developed countries.
3 Lect Hrs
3 Credits

PolSci 309 Political Behavior
Mr Patterson
Introduction to the study of political behavior, including relationships between characterological elements and political attitudes and actions, processes by which societies teach members to behave politically, and national differences in political socialization.
Prerequisite: Junior standing.
3 Lect Hrs
3 Credits

PolSci 311 Political Parties
Mr Goodwin
The American political process, with emphasis on political parties, pressure groups, and public opinion.
Prerequisite: Junior standing.
3 Lect Hrs
3 Credits

PolSci 315 American Political Behavior
Mr Watanabe
A close examination of the major areas of theory and research on American political behavior: public opinion and political attitudes; political participation; elections and voting; and political socialization. Both social-psychological and structural and institutional factors are stressed.
Prerequisite: Junior standing.
3 Lect Hrs
3 Credits

PolSci 318 The Legislative Process
Mr Goodwin
The function of national and state legislatures, and the role played by political parties and interest groups in legislatures.
Prerequisite: Junior standing.
3 Lect Hrs
3 Credits

PolSci 324 The American Presidency
Mr Beard
The powers, the limitations, and the organization of the Presidency in the American system of government.
Prerequisite: Junior standing.
3 Lect Hrs
3 Credits

PolSci 325 Public Administration
Mr Beard, Mr Hamilton
A study of the bureaucratic process, emphasizing organizational behavior, changes in administrative institutions and theories, and the political role of bureaucracy.
Prerequisite: Junior standing.
3 Lect Hrs
3 Credits

PolSci 327 Public Management I
Mr Hamilton
This course explores the dimensions of government organizations as they attempt to attain their politically approved goals while maintaining their own integrity. Political bureaucracies in Massachusetts provide the major source materials for study.
Prerequisite: Junior standing.
3 Lect Hrs
3 Credits

PolSci 328 Public Management II
Mr Hamilton
A continuation of PolSci 327.
Prerequisite: PolSci 327 or permission of instructor.
3 Lect Hrs
3 Credits

PolSci 329 American Constitutional Law and Theory
Mr Steamer
The development of the United States Constitution, chiefly through decisions of the Supreme Court. Emphasis on the origin and nature of judicial power, the way it inhibits and facilitates operation of the political process, and the search for standards by which to judge the judges.
Prerequisite: Junior standing.
3 Lect Hrs
3 Credits

PolSci 330 Presidential Elections
Mr Watanabe
The course examines systematically the process by which the President of the United States is chosen. Presidential recruitment, campaign financing, delegate selection, electoral procedures, media use and involvement, conventions, strategies and tactics, and other aspects of the presidential election process are covered. Most of these discussions will take place within the context of recent elections.
3 Lect Hrs
3 Credits

Political Science

PolSci 332 Civil Liberties in the United States
Mr Spence, Mr Steamer
An analysis of the constitutional rules governing civil liberties in the American system, primarily through decisions of the Supreme Court. Emphasis on four areas: freedom of the press and speech, freedom of religion, rights of persons suspected or accused of a crime, and the development of status of rights of blacks and other minorities.
Prerequisite: Junior standing.
3 Lect Hrs
3 Credits

PolSci 338 Massachusetts Politics
Staff
A study of state and local government and politics in Massachusetts, emphasizing its unique features as well as its similarities to other state systems.
3 Lect Hrs
3 Credits

PolSci 340 Boston: Cooperation and Conflict in the Urban Environment
Mr Feinstein
The course helps students become familiar with the historical backgrounds of Boston's social systems, which leads to investigation and discussion of the city's contemporary political and social problems. The materials for this course consist of scholarly writings, journalists' reports, government documents, judicial opinions, biographies, films, and slide lectures, all focused on Boston and the metropolitan region.
Prerequisite: Junior standing or permission of the instructor.
3 Lect Hrs
3 Credits

PolSci 341 Metropolitan Politics
Mr Feinstein, Ms Fine, Mr Spence
Municipal politics, organization, and functions; special attention to the impact of recent social and economic changes on cities; and to suburban and intergovernmental politics in metropolitan regions.
Prerequisite: Junior standing.
3 Lect Hrs
3 Credits

PolSci 344 Problems of Urban Politics
Mr Feinstein, Ms Fine, Mr Spence
Some of the issues raised by urbanization—are cities necessary? and is the relatively democratic structure of the American cities responsible for some of their problems? and has there been a revolution of rising expectations in urban life?—considered in historical and comparative perspectives.
Prerequisite: Junior standing.
3 Lect Hrs
3 Credits

PolSci 347 Politics, Social Choice and Public Policy
Mr Ward
Social choice theory is concerned with the ways in which individual values and choices are connected with collective choices. It is an important theoretical focus in contemporary political science which has generated an expanding research literature on such topics as public policy, parties, elections and interest groups. This course presents the central concepts of social choice theory, examines theoretical and empirical applications, and concentrates on the study of public policy. Both the uses and limitations of social choice theory are explored.
Prerequisite: Junior standing.
3 Lect Hrs
3 Credits

PolSci 351 The Politics of National Development
Ms Hartford, Mr Langley
The extent to which elements of the Third World have progressed from statehood to nationhood during the quarter century following the great anticolonial revolution.
Prerequisite: Junior standing.
3 Lect Hrs
3 Credits

PolSci 353 European Political Development
Mr Simonds
An examination of the effects of revolution, industrialism and social and cultural change on the political institutions of England, France and Germany in the 19th century. The modernization of government and administration, electoral reform, and class and party politics, are among the topics considered from the perspective of their contribution to the establishment of democracy.
Prerequisite: Any course in modern European history.
3 Lect Hrs
3 Credits

PolSci 354 Postwar European Problems
Ms Fine
A comparative review of postwar problems in Europe—postwar recovery, parties and institutions, defense, multinational corporations, and political opposition.
Prerequisite: Junior standing.
3 Lect Hrs
3 Credits

PolSci 356 Comparative Public Administration
Ms Fine
An examination of the relationship of bureaucracy to democratic objectives in the context of advanced industrial society, with case studies drawn from the United States, the Soviet Union, Yugoslavia and Israel.
Prerequisite: Junior standing.
3 Lect Hrs
3 Credits

PolSci 357 Food: Politics and Policy
Ms Hartford
The course examines the determinants of food policy and the politics of food. Topics include: the historical evolution of world food systems, farm and food consumption policies in the US and developing countries, and food aid. Special attention will be given to international agricultural development aid, the role of agribusiness corporations, and the magnitude of the hunger problem in the US and in the Third World.
3 Lect Hrs
3 Credits

PolSci 360 Government and Politics of Britain
Mr Weiner
Political institutions in Great Britain. Comparisons with those in other Western democracies.
Prerequisite: Junior standing.
3 Lect Hrs
3 Credits

PolSci 361 Politics of Eastern Europe
Mr Weiner
This course focuses upon such issues in Eastern Europe as political leadership, political legitimacy and stability, the leading role of the Communist Party, the relationship between political culture and change, and Eastern Europe-Soviet relations.
Prerequisite: Junior standing.
3 Lect Hrs
3 Credits

PolSci 363 Government and Politics of the Soviet Union
Mr Lieberman
The historical and ideological origins of the Soviet Union, the role of the Communist Party in Soviet society, and interest groups in Soviet society today.
Prerequisite: Junior standing.
3 Lect Hrs
3 Credits

PolSci 364 Power and Politics: USA and USSR
Mr Lieberman
An analysis of the political institutions, leadership, and practices of the Soviet Union and the United States. The course will focus on the structure of government, the role of ideology and political culture, the relationship between government and society, and political decision making in the realms of domestic and foreign policy.
3 Lect Hrs
3 Credits

PolSci 365 The Politics of Communication
Mr Simonds
An examination and critique of the ways in which power is exercised in advanced capitalist societies, concentrating on the instruments of the state, the market, and culture.
3 Lect Hrs
3 Credits

Political Science

PolSci 366 International News Interpretation
Mr Spence, Mr Vannicelli
Study and analysis of the ways in which the news media define, interpret and convey what is international news. Both western and non-western news sources will be examined over a number of international news events.
Prerequisite: PolSci E122 or C123.
3 Lect Hrs
3 Credits

PolSci 371 Latin American Government
Mr Spence
An analysis of social structure and political behavior of various groups in Latin America, of a variety of forms of political participation at grass roots and national levels, and of the influence of technologically advanced countries on the politics of Latin America.
Prerequisite: Junior standing.
3 Lect Hrs
3 Credits

PolSci 372 Central American Politics
Mr Spence
The study of the political and economic antecedents of the political situation in Central America, with emphasis on Nicaragua, Guatemala and El Salvador. Honduras, Belize, Panama, and Costa Rica will not be ignored. The foreign policy of the United States and of other Latin American states toward the region will be covered.
Prerequisite: PolSci E122 or C123.
3 Lect Hrs
3 Credits

PolSci 375 Third World Development
Staff
Investigation of theories of interdependence, dependency, and neocolonialism. Special attention to North/South relations, various approaches to development and forms of assistance provided by the industrial countries, resource problems, and other political and developmental issues facing North and South.
Prerequisite: Junior standing.
3 Lect Hrs
3 Credits

PolSci 387 Government and Politics of China
Ms Hartford
A study of the Chinese Revolution of the 20th century and contemporary Chinese government.
Prerequisite: Junior standing.
3 Lect Hrs
3 Credits

PolSci 388 Revolution in Southeast Asia
Ms Hartford
Concentrates on the Vietnamese Revolution of the past 20 years, comparing it with political developments in other Southeast Asian countries.
Prerequisite: Junior standing.
3 Lect Hrs
3 Credits

PolSci 391 Government and Politics of Africa I
Mr Langley
African government and politics with emphasis on stability in African political systems and on the role of tribes, political parties, armies, and government bureaucracies.
Prerequisite: Junior standing.
3 Lect Hrs
3 Credits

PolSci 392 Government and Politics of Africa II
Mr Langley
A continuation of PolSci 391.
Prerequisite: Junior standing.
3 Lect Hrs
3 Credits

PolSci 402 World Politics and World Order
Mr Langley, Mr Watanabe
The study of recent developments in international law and organization, regionalism, the politics of economic interdependence, and arms control, with emphasis on the United Nations systems and the European communities. Examination of strategies for dealing with international conflict.
Prerequisite: PolSci C220 or permission of instructor.
3 Lect Hrs
3 Credits

PolSci 410 The Politics of International Economic Relations
Mr Langley
The course studies the relationship between the structure of the international political system and the structure of the international economic system, examines the reciprocal links between domestic political and economic policies of governments and their international behavior, and analyzes the sociopolitical choices which support the development and operation of such transnational institutions as the World Bank, the IMF, multinational corporations, cartels, and trading systems.
Prerequisite: Junior standing.
3 Lect Hrs
3 Credits

PolSci 411 International Organizations I
Mr Langley, Mr Weiner
The development of international organizations as a response to the needs of the international community, and as a functional approach to world peace. Emphasis on the United Nations and its specialized agencies.
Prerequisite: Junior standing.
3 Lect Hrs
3 Credits

PolSci 412 International Organizations II
Mr Langley, Mr Weiner
Continuation of PolSci 411 emphasizing regional, political, and economic organizations, and the administration of international relations.
Prerequisite: Junior standing.
3 Lect Hrs
3 Credits

PolSci 415 Law and International Relations
Mr Langley
An examination of the primary functions of law in international relations, and the way in which law operates in international practice. Major issues covered include the role of law in the control of the use of force by nations, both historically and in relation to the current international scene, and the changes in law relating to private economic activity such as the law of the sea, responsibility for the protection of the environment, and national control of corporations. Coursework based on both casebook and text materials.
Prerequisite: Junior standing.
3 Lect Hrs
3 Credits

PolSci 420 Imperialism
Staff
This course is designed to examine the various purposes (economic, political, social, cultural) served by policies of imperialism, in both its overt and ambiguous forms, as an aspect of international relations in the 19th and 20th centuries—that is, the era marked economically by an international process of industrialization. Course material consists of analyses and explanations of the imperialist phenomenon advanced by both theoreticians (Marxist and liberal) and practitioners.
Prerequisite: Junior standing.
3 Lect Hrs
3 Credits

PolSci 421 War
Staff
An advanced course in international relations exploring the problem of war from many points of view, theoretical and practical. These include the history, nature, and causes of war, strategy in the course of war, legal and ethical questions, as well as proposals to avoid war (arms control, disarmament, social revolutions, etc.).
Prerequisite: One international relations course.
3 Lect Hrs
3 Credits

Political Science

PolSci 422 Nationalism
Mr Lounds
The politics of liberation viewed through a theoretical and empirical examination of this ideology, and its function as a justification for independence and liberation. Three nationalistic movements (Black Nationalism, Zionism, Palestinian Nationalism) are compared.
3 Lect Hrs
3 Credits

PolSci 424 American Foreign Policy
Mr Watanabe
Examines United States foreign policy in the post-World War II period. Focuses on both historical and institutional matters. Current issues are also given ample consideration.
Prerequisite: Junior standing.
3 Lect Hrs
3 Credits

PolSci 430 Soviet Union Foreign Policy
Mr Lieberman
Topics include continuity and change in Russian and Soviet foreign policy, the role of ideology and national interest, the origin of the Cold War, the Sino-Soviet dispute and Soviet-East European relations.
Prerequisite: Junior standing.
3 Lect Hrs
3 Credits

PolSci 444 Cooperative Education Field Experience in Political Science
Staff
Through the cooperative education/internship program political science majors are placed in paid work assignments which give them first hand political or public administrative insight and experience. Students will meet on a regular basis with a sponsor from the department faculty. Please see the Cooperative Education/Internship Program section of this catalog.
Prerequisite: Junior standing.
Hrs by arrangement
3 Credits

PolSci 451 Ancient and Medieval Political Thought
Mr Ward
The origins and the early development of the main political ideas of the West.
Prerequisite: Junior standing.
3 Lect Hrs
3 Credits

PolSci 452 Modern Political Thought
Mr Simonds, Mr Ward
The history of Western political ideas from the time of Machiavelli to that of Marx.
Prerequisite: Junior standing.
3 Lect Hrs
3 Credits

PolSci 454 Recent and Contemporary Political Thought
Mr Tinder
A study of twentieth century political and social thought with incidental attention to certain influential thinkers of the 19th century. The differences among various schools of thought such as the New Left, conservatism, behavioralism, and existentialism are stressed and critically examined.
3 Lect Hrs
3 Credits

PolSci 455 Problems of Political Theory
Mr Tinder
A non-chronological study of the perennial questions dealt with by political philosophers. Attention is given to identifying basic problems inherent in political existence regardless of whether they were articulated by a political group. This course is concerned primarily with developing the students' capacity to think politically rather than with the history of ideas.
Prerequisite: PolSci C123 or permission of instructor.
3 Lect Hrs
3 Credits

PolSci 459 Karl Marx's Marxism
Mr Simonds
An investigation of the origins of modern critical social theory through extensive readings from Marx's entire body of writings.
3 Lect Hrs
3 Credits

PolSci 464 New Left Politics and Theory
Ms Fine
During the first half of the course students are exposed to the major currents of Marxist thought in the 20th century, as represented primarily in the writings of East and West European Marxist Revisionists. This provides the background for the second half of the course, in which students research the political movements known as the New Left in France, Italy, and the United States.
3 Lect Hrs
3 Credits

PolSci 465 Women and Revolutions
Ms Fine
The course is designed to explore two interrelated problems:
1. The content of traditional Marxist theory on the women's question, and its impact on some now famous Bolshevik women who became revolutionary activists, and 2. The special political and personal choices faced by these women who were oppositionists along several dimensions: politically (by adopting a Marxist framework for their praxis), often against their class of origin, and by dint of their sex.
Prerequisite: Introductory politics or history course.
3 Lect Hrs
3 Credits

PolSci 468 American Political Thought
Ms Paul
An analytical and historical study of the development of American political thought and institutions from colonial times.
Prerequisite: Junior standing.
3 Lect Hrs
3 Credits

PolSci 470 Christianity and Politics
Mr Tinder
Reflections on political problems as seen from various Christian standpoints. Current problems and contemporary Christian thinkers are emphasized. Particular attention is paid to the diversity of insights that Christianity makes available and to the occasions for critical reflection that are thus provided.
Prerequisite: Junior standing.
3 Lect Hrs
3 Credits

PolSci 472 Political Philosophy of Hegel
Mr Ward
The course is an inquiry into the presuppositions, intentions, contents, and implications of Hegel's political philosophy. The course is concerned with links between Hegel's political philosophy and his general philosophy, relations between it and its ancient and modern predecessors, and the legacy of Hegelian thought. Close reading of selected Hegelian texts is coupled with attention to Marxist, non-Marxist, and anti-Marxist readings of Hegel.
Prerequisite: Junior standing.
3 Lect Hrs
3 Credits

PolSci 477 Special Topics in Politics
Staff
Intensive study of topics in politics. Course content and credit varies each semester and is announced during the advance registration period. Fulfills social science core requirement.
Hrs by arrangement
1-3 Credits

PolSci 478, 479 Independent Study
Staff
A course of reading and investigation designed to supplement regular departmental offerings. Topics are worked out by instructor and student. Regular papers are required.
Hrs by arrangement
3 Credits

PolSci 480 Seminars
Staff
Intensive studies in various important fields in politics. Emphasis on independent research. By invitation of department.
3 Lect Hrs
3 Credits

Political Science

PolSci 484 Special Problems in the Field of Politics I
Staff
Seminar in the field of practical politics generally taught by professional politicians. By invitation of department.
3 Lect Hrs
3 Credits

PolSci 485 Special Problems in the Field of Politics II
Staff
See PolSci 484.

PolSci 486 Seminar—Africa and World Politics I
Mr Langley
Intensive study of the newly independent states of Africa and their impact on world affairs.
Prerequisite: PolSci 391 or 392 or permission of instructor.
3 Lect Hrs
3 Credits

PolSci 487 Seminar—Africa and World Politics II
Mr Langley
A continuation of PolSci 486, this seminar will concentrate on regional African groupings, the concept of African unity, the impact of multi-national corporations, and the effect of foreign aid and technical assistance.
Prerequisite: Junior standing and permission of instructor.
3 Lect Hrs
3 Credits

PolSci 488, 489 Field Work in Politics
Staff
Carefully supervised field work, available only to a limited number of qualified students in any one semester. Written prospectus of the project, periodic conferences with a faculty advisor, and appropriate written work required.
Prerequisites: Completion of a relevant course, and permission of department.
3 Lect Hrs
3 Credits

PolSci 490, 491 Special Issues
Staff
Guided readings in special areas of politics. May be used for honors thesis. By invitation of department.
Hrs by arrangement
3 Credits

PolSci 492, 493 Directed Readings in Politics
Staff
Reading of four to six books on a special topic and preparation of a 10-15 page critical analysis. Lists of topics and pertinent readings are prepared by individual faculty members. Upon completion of a project, students submit the required paper for departmental evaluation (on a pass-fail basis only). Limited to one project per academic year.
Prerequisite: Junior standing or permission of department.
3 Lect Hrs
1 Credit

PolSci 590 Field Practicum in Politics
Mr Beard
Placement in a government or political agency to help students integrate coursework with practical training.
Prerequisite: Approval of Political Science Department.
Hrs by arrangement
9 Credits

Department of Psychology

Faculty

Joan H Liem, Associate Professor and Chairperson; Professors Claire Golomb, Bernard M Kramer, Donald Krus, Bernard Rosenblatt, Barbara Ross, Maxwell Schleifer, Bernard Stotsky; Associate Professors Augusto Blasi, James F Brennan, Dennis Byrnes, Michael Milburn, Celia L Moore, Ina Samuels, Steven Schwartz, S Shula Sommers, Edward Strickland, Helen Tager-Flusberg; Assistant Professors John Capitanio, Sheldon Kalick, Carol L Smith, Deborah Sussewell

The Department

Psychology is the science that studies behavior and mental processes. It is relatively young compared to other scientific disciplines and in recent years there has been tremendous expansion in many areas of psychological research. The Psychology Department at UMass/Boston exposes students to a variety of methods of studying human beings and other animals. These methods focus on biological structures and mechanisms, psychological processes (feeling, perceiving, thinking, acting), personalities, and social relationships, and changes in these phenomena through growth and learning.

Requirements and Recommendations

The Major

A Psychology major may elect either a BA or a BS degree. The BS may be appropriate for those students who wish to do some of their work in the natural sciences. The requirements for a BA in psychology are listed below. For a BS degree, students must complete the same requirements and, *in addition*, Psych 270, an experimental methods course in psychology, and six approved courses in natural science disciplines outside the Department of Psychology.

The requirements for a major in psychology are as follows:

I. Psych E101; Psych 102 or Psych 270

II. Two 200 level courses dealing with information processing or psychobiology (Psych E250, Psych E255, Psych E260, Psych E265)

III. Two 200 level courses dealing with abnormal, personality, developmental, or social psychology (Psych E200, Psych E215, Psych E230, Psych E241)

IV. Three 300 to 400 level courses (students who matriculated prior to September, 1985 are required to take only two 300 to 400 level courses.)

V. One elective course from any area at any level.

Majors who intend to apply to graduate departments of psychology are strongly advised to take Psych 480 (Systems of Psychology) or Psych C280 (History of Psychology); Psych 370 (Advanced Research Methods); and one research practicum, e.g. Psych 375 (Experimental Methods: Learning and Perception), Psych 366 (Experimental Methods: Animal Behavior), Psych 339 (Experimental Methods: Social), Psych 369 (Experimental Methods: Physiological).

The Minor

Students majoring in another discipline in CAS or CM, but with a strong interest in psychology, are encouraged to declare a minor in psychology. The requirements are:

A. Psych E101 and Psych 102 or 270.

B. Two of the following courses: Psych E200, Psych E215, Psych E230, Psych E241, Psych E250, Psych E255, Psych E260, or Psych E265.

C. Two 300-400 level courses (advanced) (except 488, 489, 496, 497, 498, 499).

Joint Major in Philosophy and Psychology

In addition to a standard double major in philosophy and psychology, the Philosophy and Psychology Departments offer a special directed major. This dual major enables a student to set up an integrated program of study in the two fields according to the following guidelines:

1. A minimum of thirteen courses: six from each department, plus a course in directed independent study (usually taken during the final year). Of these, the following particular courses are required:

   Philosophy
   C100 (Introduction to Philosophy)
   D120 (Introduction to Logic)

   Psychology
   E101 (Introduction to Psychology)
   102 (Introduction to Behavioral Research) *and either*
   C280 (History of Psychology) *or*
   480 (Systems of Psychology)

   Phil/Psych
   Phil 487 or Psych 487 (Joint Independent Study)

2. In each case of such a major, the student is required to plan out his or her program with a team of two advisors, one from each department. This need not be done prior to taking any courses in each department, but should come close to the beginning of the student's stay at UMass/Boston. It should be understood that some courses a student may have taken in each department prior to setting up such a major may not be included in courses that count towards this major, if both advisors feel they cannot be integrated into his or her course of study.

3. Such integrated courses of study need not require departmental approval in individual cases as long as both advisors concur in their judgment of the viability of the major program, and the major requirements are satisifed.

4. Waiving any major requirements does require approval of both departments. Note: The Joint Major in Psychology and Philosophy is not to be construed as a double major. In a double major a student must fulfill the major requirements of both departments, while in a dual major fewer courses, in another pattern, are required.

Honors

The department offers an extensive honors program for students interested in going on to do graduate work in psychology. The honors program is designed to give outstanding students an opportunity to carry out a year-long program of study and research in an area of their interest under the supervision of a faculty advisor. In addition, honors students participate in a seminar which focuses on general issues of philosophy of science, research methods, ethics, etc., as they relate to the particular problems that arise as they carry out their research.

Transfer Credit Policy

Transfer of courses from other universities for credit toward a psychology major must be approved by the Psychology Department. A minimum of five psychology courses at or above the 200 level must be taken at UMass/Boston for the major and a minimum of three for the minor.

Psychology

Psych E101 Introductory Psychology
Ms Samuels, Staff
A general survey of selected content areas in psychology, including personality and human development, physiological psychology, learning, intelligence, heredity and environment, and motivation and emotion.
Core Area: Social and Behavioral Sciences.
3 Lect Hrs
3 Credits

Psych C110 Understanding Controversy in the Social and Behavioral Sciences
Staff
This course encourages students to think deeply about two or three controversies in the social and behavioral sciences (e.g., controversies about IQ tests and the nature of insanity). Although instructors may choose different controversies for consideration, all will emphasize understanding the role of competing theoretical frameworks in the controversy and learning how to deal analytically with these competing frameworks.
Core Area: Social and Behavioral Sciences.
3 Lect Hrs
3 Credits

Psych C120 Nature of Prejudice
Mr Kramer
Examination of psychological and sociocultural factors in intergroup prejudice. Use of the classic work by Gordon Allport as an analytic framework and an incorporation into it of subsequent developments in the social sciences.
Prerequisite: Psych E101 and Psych E230 or Sociol E101.
Core Area: Social and Behavioral Sciences.
3 Lect Hrs
3 Credits

Psych C130 Psychology of Nuclear Issues
Mr Kramer, Mr Milburn
Analyzes human responses to the threat of nuclear war from an interdisciplinary point of view, with primary emphasis on psychology. Presents an historical overview and examines the effects and strategic implications of nuclear weapons. Considers social and scientific approaches: attitudinal, emotional, cognitive, perceptual, developmental, clinical, social psychological; as well as anthropological, sociological and political perspectives.
Core Area: Social and Behavioral Sciences.
3 Lect Hrs
3 Credits

Psych E200 Personality
Ms Sommers
Conceptions of human nature are examined in light of various theories of personality. This course focuses on the theories of Freud, Adler, Sullivan, Erikson, Kelly, Ego psychologists, and other theorists presenting the behavioristic and humanistic perspectives. Among the topics to be addressed are personality structure and its development; stress and coping; neurotic styles; and human motives and their measurement.
Prerequisite: Psych E101.
Core Area: Social and Behavioral Sciences.
3 Lect Hrs
3 Credits

Psych E215 Psychopathology
Mr Schleifer, Ms Thompson
Etiology, dynamics and treatment of psychopathology.
Prerequisite: Psych E101.
Core Area: Social and Behavioral Sciences.
3 Lect Hrs
3 Credits

Psych C220 Psychoanalysis and the Study of Man
Mr Rosenblatt
Basic psychoanalytic concepts are explored primarily through critical reading and discussion of Freud's major works. These psychoanalytic concepts are applied to the study of human behavior, thought and feeling. The course provides an introduction to the general area of the social and behavioral sciences.
Core Area: Social and Behavioral Sciences.
3 Lect Hrs
3 Credits

Psych E230 Social Psychology
Mr Kalick, Mr Kramer, Mr Milburn
A scientific attempt to understand and explain how the thought, feeling, and behavior of individuals are influenced by the actual, imagined, or implied presence of others; focuses on the drama of social interaction.
Prerequisite: Psych E101.
Core Area: Social and Behavioral Sciences.
3 Lect Hrs
3 Credits

Psych E241 Infancy and Childhood Development
Ms Golomb, Ms Tager-Flusberg, Mr Blasi
This course explores human development from infancy to middle childhood, i.e., from childbirth to ages seven or eight. Major emphasis will be placed on early perceptual, cognitive, social and affective development bearing the following questions in mind: How does the world of space and objects appear to the infant? How does he or she acquire knowledge and discover reality? How does the child experience the world of people and develop a sense of self? How does the child develop attachments to others and what role is played by the significant people in his or her life?
Prerequisite: Psych E101.
Core Area: Social and Behavioral Sciences.
3 Lect Hrs
3 Credits

Psych E242 Adolescence
Mr Blasi, Staff
This course is designed to acquaint students with psychological characteristics of adolescent development, theoretical approaches to adolescence, and experimental studies of the causes of a variety of behaviors during adolescence. The course will also focus upon major problems and characteristics of adolescents in modern society.
Prerequisite: Psych E101.
Core Area: Social and Behavioral Sciences.
3 Lect Hrs
3 Credits

Psych E243 Psychology of Adult Development and Human Aging
Staff
A developmental approach to human integrity and functioning in the second half of the lifespan. Stereotyped ideas about the aging process are critically reviewed. Newer approaches to facilitating psychological well-being in the latter years of life are given special attention.
Prerequisite: Psych E101.
Core Area: Social and Behavioral Sciences.
3 Lect Hrs
3 Credits

Psych E250 Learning and Memory
Mr Brennan, Mr Byrnes, Mr Stotsky, Mr Strickland
An introduction to current views of behavioral change, learning, and remembering. The course focuses on concepts, theoretical issues and applications of current research.
Prerequisite: Psych E101.
Core Area: Social and Behavioral Sciences.
3 Lect Hrs
3 Credits

Psychology

Psych E255 Perception
Mr Byrnes, Mr Krus
The traditional problems of perception, with focus on the changing theoretical perspectives within which these problems are viewed. Evolution in theory from early elementalistic approaches to the more current concern with perception-personality relationships.
Prerequisite: Psych E101.
Core Area: Social and Behavioral Sciences.
3 Lect Hrs
3 Credits

Psych E260 Physiological Psychology
Mr Capitanio, Ms Samuels
An examination, in depth, of selected topics in physiological psychology, including the evolution of the vertebrate nervous system, communication in the central nervous system, emotion, reward and punishment, and physiological methodology.
Prerequisite: Psych E101 or Biol D111.
Core Area: Social and Behavioral Sciences.
3 Lect Hrs
3 Credits

Psych E265 Comparative Psychology
Mr Capitanio, Ms Moore
Evolution of behavior, similarities, and differences in environmental adjustment and in behavioral organization among various types of living organisms from plants to unicellular organisms to the primates, including man.
Prerequisite: Psych E101.
Core Area: Social and Behavioral Sciences.
3 Lect Hrs
3 Credits

Psych C280 History of Psychology
Ms Ross
An examination of various views of human beings over time, and the treatment of basic philosophical and psychological questions. The objective of the course is to give students a sense of changing emphasis on broad issues involving such areas as sociocultural considerations, intellectual and technological advances, etc.
Prerequisite: Sophomore standing.
Core Area: Social and Behavioral Sciences.
3 Lect Hrs
3 Credits

Psych 102 Introduction to Behavioral Research
Staff
An introduction to the ways of discovering, describing and making warranted assertions about aspects of people and social life. The chief objectives are 1) to help students develop the skills and knowledge necessary to become intelligent critics of research in the behavioral and social sciences, and 2) to give them a rudimentary understanding of the design and evaluation of scientific research. Statistical material is treated in a conceptual manner. Classroom work and course examinations concentrate equally on research design and research evaluation.
Prerequisite: Psych E101.
3 Lect Hrs
3 Credits

Psych 235 Psychology and the Afro-American Experience
Mr Strickland
This course is an examination of theory and research, primarily by psychologists, that bears on the Afro-American experience. The course focuses on the psychological literature, but also draws upon other social science disciplines, case studies, and relevant works of fiction. Major topics of the course are the black family and child development, black identity and personality, black activism, and the dynamics of individual and institutional racism.
Prerequisite: Psych E101.
3 Lect Hrs
3 Credits

Psych 236 The Psychology of Women
Ms Liem
Psychological theories about women from Freud to the present are examined with emphasis placed on biological and sociocultural perspectives as they have influenced the development of a psychology of women. Special attention is paid to the developmental process and the unique issues and concerns of the female infant, child, adolescent, young adult, and older woman.
Prerequisite: Psych E101.
Recommended: Psych E230, E241.
3 Lect Hrs
3 Credits

Psych 237 Community Health Care
Mr Kramer
An examination of psychosocial characteristics and determinants of community health and medical care.
Prerequisite: Psych E101.
3 Lect Hrs
3 Credits

Psych 270 Statistics
Mr Brennan, Mr Milburn
The applied study of the scientific method in the behavioral sciences. Fundamental statistical concepts and techniques are surveyed and used, with primary emphasis on the logic underlying the use of descriptive and inferential tools in scientific inquiry. Topics include parametric and nonparametric statistics, e.g., correlation and analysis of variance.
Prerequisites: Psych E101 and high school algebra or Math D124.
3 Lect Hrs
3 Credits

Psych 290 Special Topics in Psychology
Staff
This course is conducted by various members of the faculty with special attention to their fields of scholarly interests. Topics vary by semester.
Prerequisite: Psych E101.
3 Lect Hrs
3 Credits

Psych 291 Environmental Psychology
Staff
Investigation of the effects of the physical environment on people and vice versa. Examination of such issues as how different individuals and groups respond to the physical environment; citizen participation in environmental planning.
Prerequisite: Psych E101.
3 Lect Hrs
3 Credits

Psych 300 Psychological Testing
Mr Schleifer
An examination of the assessment process and the methods (tests, interviews observations) used in it. Emphasis on the standards of validity for tests and procedures and on proper test use. Introduction to some major psychological tests.
Prerequisites: Psych E101 and 102 or 270.
3 Lect Hrs
3 Credits

Psych 302 Human Motives and Emotions
Ms Sommers
An examination of major issues in the area of human motives and emotions. Theoretical analyses from the early theories of James, Dewey, Freud and Watson to contemporary studies employing the evolutionary behaviorist and cognitive perspectives. Topics include the relationship among motives, emotions and personality, and the rationality of the emotions.
Prerequisites: Psych E101 and E200.
3 Lect Hrs
3 Credits

Psych 320 Introduction to Clinical Psychology
Mr Rosenblatt, Mr Schleifer
An introduction to the field of clinical psychology. The course examines more traditional, as well as contemporary, interests from a conceptual and historical perspective.
Prerequisites: Psych E101, E200, and E215.
3 Lect Hrs
3 Credits

Psychology

Psych 332 Psychology of Social Issues
Mr Kramer
Guest lecturers discuss new development interior to psychology as a science or exterior as problems for psychological analysis.
Prerequisites: Psych E101 and junior standing.
3 Lect Hrs
3 Credits

Psych 333 Group Dynamics
Ms Liem
An examination of small group behavior from a theoretical and empirical perspective. The group is viewed as a system functioning in a number of environments—physical, personal, social, and task. Each of these interrelated environments influences various aspects of group process. Thus leadership, power, conformity, status, goals, etc., are considered as interrelated processes of social interaction.
Prerequisites: Psych E101 and E230.
3 Lect Hrs
3 Credits

Psych 335 Social Attitudes and Public Opinion
Mr Kramer, Mr Milburn
This course examines the nature of attitudes, beliefs, and values, and the influences which individuals' attitudes have upon their behavior. Various theories of attitude organization and attitude change are discussed, and the development of social attitudes is explored by examining the differential impact of the family, the educational system, the mass media, and the general social environment. The changing content of public opinion over time and its relationship to the political system are also discussed.
Prerequisites: Psych E101, Psych E230, 270 or 102.
3 Lect Hrs
3 Credits

Psych 338 Community Psychology
Mr Kramer, Ms Liem, Mr Schleifer
Contributions of psychology to the understanding of human communities. Community mental health, ecological, and social structural approaches to community psychology are examined.
Prerequisite: Psych E101.
3 Lect Hrs
3 Credits

Psych 339 Experimental Methods: Social
Mr Kalick, Mr Milburn
The general purpose of the course is to introduce the students to experimental research methods in social psychology. Class activities include examination of the relevant literature, participation in predesigned studies, and the formulation, carrying out, and analysis of an original research project. The student has an opportunity to become familiar with the use of laboratory equipment such as audio and video recorders.
Prerequisites: Psych E101, 102 or 270, and E230.
1 Lect Hr, 4 Lab Hrs
3 Credits

Psych 340 Representational Development
Ms Golomb
Primarily concerned with symbol formation in child art and child play, and organized in the form of a seminar consisting of lectures, discussions and student presentations. The main area of study will be child art, pretense play and fantasy, and imitative actions and copying, with some exploration of the role of fairy tales in early childhood.
Prerequisites: Psych E101 and E241.
3 Lect Hrs
3 Credits

Psych 341 The Family and the Child—A Psychological View
Ms Liem, Mr Schleifer
The role of the family in the psychological development of the child. A psychodynamic view of the family, examining stages of development from the third trimester of pregnancy to sixteen years of age.
Prerequisites: Psych E101, E241, and E242.
3 Lect Hrs
3 Credits

Psych 344 Personality Development
Mr Blasi
This course examines basic issues in the development of personality, which is distinguished from cognitive and intellectual development. Each topic covers a central developmental issue characterizing a specific age and having critical implications for overall development. Topics include temperament and personality development, separation and autonomy, competence and achievement, the development of the self and self-concept, and adult development. Emphasis is on primary source material used in research reports.
Prerequisites: Psych E101, E200, and E241 or E242; or by permission of the instructor.
3 Lect Hrs
3 Credits

Psych 345 Moral Development
Mr Blasi
This course examines different research areas and different theoretical views concerning the development of moral attitudes and behavior. The first and most central area of study concerns moral understanding and the development of judgments about morality. Other important issues discussed are the development of moral feelings, especially empathy and guilt; the connections between judgments, feelings, and action, including the development of self control; and social and family antecedents of moral development.
Prerequisites: Psych E101 and E241 or E242.
3 Lect Hrs
3 Credits

Psych 346 Language Development
Ms Tager-Flusberg
This course focuses on various theoretical approaches to the development of language. Pragmatic, semantic, and syntactic aspects of language acquisition are studied in depth. The role of language-specific, cognitive, and social factors in the process of acquisition are considered, with reference to both normal and disordered populations.
Prerequisites: Psych E101, and E241 or 356, or permission of instructor.
3 Lect Hrs
3 Credits

Psych 347 Cognitive Development
Ms Smith
This course explores the general question of how thinking develops. Particular emphasis is placed on understanding the development of thinking in childhood and on identifying those aspects of children's approaches to conceptualizing, theorizing, and remembering which are changing during this time. Some attention will also be given to understanding possible mechanisms of cognitive change.
Prerequisites: Psych E101, and E241 or E242 or E250.
3 Lect Hrs
3 Credits

Psych 350 Cognitive Psychology
Mr Schwartz
An exploration of how human beings develop strategies for obtaining information from their environment, and how this information is organized, stored, and retrieved for later use.
Prerequisites: Psych E101, and E250 or E255.
3 Lect Hrs
3 Credits

Psych 356 Psychology of Language and Thought
Ms Smith, Ms Tager-Flusberg
Behavioral and physiological approaches to the processes underlying language and thought, and to the relationships between them.
Prerequisites: Psych E101, and E250 or E255.
3 Lect Hrs
3 Credits

Psych 357 The Psychology of the Visual Arts
Mr Strickland
The psychology of the visual arts takes as its subject the stimulus for the aesthetic response. It deals with the perceptual, cognitive, and motivational states of the viewer and the creative drives and mechanisms of thought of the producers of art. It deals with the personality characteristics which differentiate the very creative from the less creative individual.
Prerequisite: Psych E255.
3 Lect Hrs
3 Credits

Psychology

Psych 360 Neuropsychology of Higher Cognitive Processes
Staff
The neural basis of higher cognitive functions, such as perception, language, and memory, including a consideration of human brain damage and psychological tests used to assess such damage.
Prerequisites: Psych E101 and E260.
3 Lect Hrs
3 Credits

Psych 361 Brain and Behavior
Ms Samuels
An in-depth consideration of the neural mechanisms mediating reinforcement (reward and punishment), motivation (hunger and sex), attention, and learning.
Prerequisites: Psych E101 and E260.
3 Lect Hrs
3 Credits

Psych 362 Psychopharmacology
Mr Krus, Mr Stotsky
A survey of the background and history of psychoactive drugs, their current uses as research and therapeutic tools, and the difficulties in appraising their effects. Particular attention is given to the effects of drugs on the development of new fields of inquiry such as neuropsychopharmacology and influences on older fields such as biological psychiatry, etc.
Prerequisites: Psych E101 and E260.
3 Lect Hrs
3 Credits

Psych 366 Experimental Methods: Animal Behavior
Ms Moore
The lab introduces practical aspects of the study of species-typical behavior. Observational and experimental techniques are used with a variety of behavior patterns in a variety of species.
Prerequisite: Psych E265, which may be taken concurrently.
1 Lect Hr, 4 Lab Hrs
3 Credits

Psych 369 Experimental Methods: Physiological
Mr Brennan
Lab research on selected topics in physiological psychology, including hormonal influences, brain-behavior relationships, and mechanisms of reward and punishment. Emphasis is on the acquisition of research skills through the use of surgical, histological and statistical techniques in behavioral investigations.
Prerequisites: Psych E102 or 270, and E260 or Biol E211 or E213.
1 Lect Hr, 4 Lab Hrs
3 Credits

Psych 370 Advanced Research Methods in Psychology
Mr Brennan, Mr Milburn, Mr Schwartz
Advanced aspects of research design, methods of analysis, and inferential statistics are covered.
Prerequisite: Psych 270.
3 Lect Hrs
3 Credits

Psych 375 Experimental Methods: Learning and Perception
Mr Byrnes, Mr Strickland
The course is focused on the use of laboratory methods and research design in the traditional areas of experimental psychology (e.g., perception, learning, problem solving). Students design experiments, collect and analyze data and report their findings. The objectives of the course are to help students develop knowledge of the logic and techniques of experimentation, along with the skills required to use this knowledge.
Prerequisites: Psych E101, and 102 or 270.
1 Lect Hr, 4 Lab Hrs
3 Credits

Psych 378 Introduction to Applied Personality Measurement
Ms Sussewell
This course is designed to provide students with experience in the assessment of normal and psychopathological aspects of personality, covering a wide variety of research and applied instruments. Students will administer tests to each other, and contribute results to a data bank that will be available for use in the course. Research on existing instruments and on the development of new instruments will be presented.
Prerequisites: Psych E101, and 102 or 270; and E215 or E220.
3 Lect Hrs/2 Lab Hrs
3 Credits

Psych 379 Cognitive Assessment
Ms Sussewell
The course considers the diagnostic, therapeutic, and research implications of tests most commonly used for the measurement of intellectual abilities, verbal and perceptual functions, and manual dexterity. It examines the rationale for inferring deficits of function and looks at problems of differential diagnosis. Issues of evaluation and interpretation are placed in the context of current research and theory in cognitive psychology.
Prerequisites: Psych 350 or 360, and 300.
3 Lect Hrs/2 Lab Hrs
3 Credits

Psych 415 Normality and Psychopathology in Childhood
Mr Rosenblatt, Mr Schleifer, Ms Tager-Flusberg
An advanced course in developmental psychology and psychopathology. Deals mainly with early childhood and emphasizes Anna Freud's views as they evolved from experience in the psychoanalysis of children. Specific topics include temporary regression in childhood, the transitional object, consciousness in childhood, the influences of physical illness and hospitalization on mental development, object loss, the diagnostic profile, and the concept of the representational world.
Prerequisites: Psych E101, E200, and E241.
3 Lect Hrs
3 Credits

Psych 420 Principles of Psychotherapy
Mr Rosenblatt
Psychotherapy is defined and a number of existing systems of psychotherapy are studied and compared through close reading of cases reported in the literature by the originators of each system.
Prerequisites: Psych E101, E200, and E215.
3 Lect Hrs
3 Credits

Psych 425 Freud Case Histories
Mr Rosenblatt
Wolfman, Schreber, Little Hans. Special attention to the problems of the case history as scientific evidence.
Prerequisites: Psych E101, E200, and E215 or C220, and E241.
3 Lect Hrs
3 Credits

Psychology

Psych 442 Field Course in Early Child Development
Ms Golomb
This course is designed as a field laboratory course and fulfills two distinct functions: (a) It exposes the student to children in a naturalistic setting (nursery school or day-care) and trains him or her in the role of teaching assistant or early childhood caretaker; (b) it trains the student in research methods and techniques of data collection relevant to issues in child development. This involves the study of selected problems, search of the literature, formulation of hypotheses, design of observational and experimental studies, data collection and analysis, and the writing of research reports.
Prerequisites: Psych 102 or 270, and E241, and permission of instructor.
7 Hrs
4 Credits

Psych 444 Cooperative Education for Psychology Majors
Staff
Psychology majors may be placed in paid work situations either directly related to the field of pyschology or where psychological concepts, theories, and/or methods can be explored. In conjuction with the work experiences, students will undertake a learning project under the direction of a faculty member, similar in nature to a project in a directed study course.
Prerequisites: Psych E101, 102 and three other psychology courses; psychology GPA of at least 2.5, and permission of instructor.
3 Lect Hrs
3 Credits

Psych 445 Advanced Seminar in Developmental Psychology
Mr Schleifer
The role of parents in promoting the growth of children with intellectual, physical, emotional, and perceptual disabilities. A review of theory and research with an examination of implications for rehabilitation.
Prerequisites: Psych E101, E241, and E242.
3 Lect Hrs
3 Credits

Psych 465 Psychobiology of Development
Ms Moore
Problems in behavioral development are explored from an evolutionary perspective. A major emphasis of the course is on the formulation of general principles of development applicable to a wide variety of species. A second emphasis is on interpreting the relation of the animal literature to an understanding of human development. Specific topics are drawn from naturalistic studies of animal and human development and from studies exploring the relation between biology and behavioral development.
Prerequisites: Psych E101, E241, and E260 or E265 or permission of instructor.
3 Lect Hrs
3 Credits

Psych 480 Systems of Psychology
Ms Ross
A study of major trends in contemporary psychology, with particular emphasis on behavioristic and phenomenological viewpoints. An examination of the leading movements is based on historical evaluation of the classical systems and major concepts.
Prerequisite: Psych E101. For senior Psychology majors only.
3 Lect Hrs
3 Credits

Psych 485 Humanistic Psychology
Ms Golomb
An examination of the historical roots of contemporary writings in existential and humanistic psychology. Studies on human health, growth, neurosis, and self-actualization are emphasized.
Prerequisites: Psych E101, E241 and E200 or E230.
3 Lect Hrs
3 Credits

Psych 487 Independent Study in Philosophy and Psychology
Staff
Independent study for students in the Joint Major in Philosophy and Psychology, directed by at least one member of the Philosophy or Psychology Departments.
3 Lect Hrs
3 Credits

Psych 488, 489 Problems in Psychology
Staff
Independent work on special problems or in certain fields of psychological interest. Students must make arrangements with individual instructors and have projects approved by the department.
Prerequisites: Psych E101 and at least 2 intermediate-level Psychology courses.
Hrs by arrangement
1-4 Credits

Psych 490 Special Topics in Psychology
Staff
Conducted by various members of the faculty with special attention in their fields of scholarly interest. Topics vary by semester.
Prerequisite: Psych E101.
3 Lect Hrs
3 Credits

Psych 495 Advanced Seminar in Psychology
Staff
Seminar topics vary by semester.
Prerequisites: Senior standing and permission of instructor.
3 Lect Hrs
3 Credits

Psych 496, 497 Honors Research
Staff
Independent study; the research, writing and defense of thesis.
Prerequisite: Permission of Psychology Honors Committee.
Hrs by arrangement
3 Credits

Psych 498 Senior Honors Seminar I
Staff
An intensive program of directed research combined with weekly discussion.
Prerequisite: Permission of Psychology Honors Committee.
3 Lect Hrs
3 Credits

Psych 499 Senior Honors Seminar II
Staff
An intensive program of directed research combined with weekly discussion.
Prerequisite: Psych 498.
3 Lect Hrs
3 Credits

Psych 650 Advanced Cognitive Psychology
Mr Schwartz, Staff
An examination of various higher mental processes and their application from an information processing framework.
Prerequisite: Graduate status or permission of instructor.
3 Lect Hrs
3 Credits

Psych 670 Advanced Statistical Methods
Mr Milburn
This course is designed to instruct students in advanced statistical topics and to give training in the use of the corresponding computer methods. Emphasis is placed on the statistical methods which are of most general interest and importance to social scientists; multiple regression analysis and variance. Data and examples from a variety of disciplines will be presented.
3 Lect Hrs
3 Credits

Psychometrics Program

Faculty

See Department of Psychology

The Program

The program in psychometrics concerns the theory and practice of psychological measurement, including psychological testing, psychological test construction, and statistical analysis. The aim of this program is to provide students with the background required for understanding how tests are constructed, administered, and interpreted. This will prepare students for careers as psychological test technicians in a variety of mental health or educational settings with either adults or children as primary clients.

Requirements

The program requires that students take seven courses, distributed as follows:

I. Psychology E101 (Introductory Psychology)

II. Psych 270 (Psychological Statistics)

III. Psych 300 (Psychological Testing)

IV. Two courses from the following list:

Psych E200 (Personality), Psych E215 (Psychopathology), Psych E241 (Infancy and Childhood Development), Psych E250 (Learning and Memory), Psych E260 (Physiological Psychology)

V. Two courses from *one* of the following tracks:

A. Personality Assessment Track:

1. Psych 344 (Personality Development)
   or
   Psych 415 (Normality and Psychopathology in Childhood)
2. Psych 378 (Introduction to the Measurement of Personality)

B. Cognitive Assessment Track:

1. Psych 350 (Cognitive Psychology)
   or
   Psych 360 (Neuropsychology of Higher Cognitive Processes)
2. Psych 379 (Cognitive Assessment)

Transfer Credit Policy

A minimum of three of the seven courses must be taken at the University of Massachusetts/Boston.

Course Descriptions

See the Psychology Department listings for descriptions of the above mentioned courses.

Program in Public Policy

Director

Associate Professor James F Ward

The Program

The Program in Public Policy is an interdisciplinary program primarily for but not limited to matriculated undergraduate students. The aim of the program is to provide effective public policy training for individuals prospectively involved in the public, not-for-profit, or private sectors. The underlying motivation for this program is the belief that the University and the College can and should play an integral role in improving the quality of public policymaking in cities and towns, in the state, and in the nation and that such an improvement will enhance the quality of life for all citizens. The program will provide students with both an understanding of the fundamental elements involved in the public policy process and with the analytical skills—qualitative and quantitative—necessary to make an informed evaluation of stages in the process and of the policies emerging from that process. Students will be provided with a disciplined approach to public policy and the policymaking process within a framework designed and administered by faculty experts.

Requirements

The requirements of the Program in Public Policy provide structure while allowing for flexibility. Some courses are taken by all the students in the program, but others are selected by students in order to meet their own individual needs and interests. A particular student's choices may sample many broad areas within the field, or may explore a specific area in greater depth.

Required Courses

All students are required to take Political Science 203 (Foundations of Public Policy) which provides the essential descriptive and analytical elements of public policy. The program contains a statistics requirement which can be met by successful completion of any one of the following courses: Economics 205 (Statistical Methods), Psychology 270 (Statistics), and Sociology 350 (Elements of Social Statistics). Students are also required to complete either Economics E101 (Introductory Economics I) or Economics E202 (Introductory Economics II). The choice will usually depend upon whether the student prefers an emphasis on micro or macroeconomics.

Area Courses

Students must also fulfill area requirements by completing five courses from the list which follows. These courses must be drawn from a minimum of three of the following five areas:

1. Ethics and Public Policy,
2. Urban and Regional Policy,
3. Developmental Policy,
4. Social Welfare Policy, and
5. Public Administration and Management.

One of the areas must be Ethics and Public Policy. In fulfilling the eight-course requirement, students will be expected to avoid concentrating too heavily on offerings from any one department: a maximum of four is allowed. Of the five courses, a minimum of two must be at or beyond the 300 level.

Area I: Ethics and Public Policy

Phil E215 (Philosophical Foundations of Public Policy)
Phil C108 (Moral and Social Problems)
Phil E221 (Business and Management Ethics)
Phil E222 (Moral Issues and Medicine)
Phil 307 (Technology and Values)
*Anth 258 (Anthropology and Social Issues)
LawJus 210 (Prisons and Punishment)
PolSci 347 (Politics, Social Choice, and Public Policy)

Area II Urban and Regional Policy

*Anth E254 (Urban Anthopology)
Black Studies 320 (Problems in Urban Education)
Black Studies 410 (Black Urban Politics)
Econ 215 (Political Economy of New England)
Econ 218 (Economics of State and Local Government)
*Econ 249 (The Political Economy of Environmental Control)
GES 221 (Urban Physical Environment)
GES 275 (Urban Land Use)
*GES 374 (Geography of Housing)
GES 375 (Urban Planning)
GES 376 (Regional Planning)
*GES 377 (Urban Environmental Problems)
PolSci 344 (Problems of Urban Politics)
PolSci 340 (Boston: Cooperation and Conflict in the Urban Environment)
PolSci 341 (Metropolitan Politics)

Area III Developmental Policy

Anth 451 (Development Anthropology)
Black Studies 420 (Race, Class and Political Modernization)
Econ 236 (Economic Development)
Econ 245 (Energy)
*Econ 249 (The Political Economy of Environmental Control)
Econ 335 (The Multinational Corporation)
*GES 324 (Coastal Zone Management)
*GES 340 (Planning and Land Use Law)
*GES 374 (Geography of Housing)
*GES 377 (Urban Environmental Problems)
PolSci 309 (Political Behavior)
PolSci 375 (Third World Development)
PolSci 351 (The Politics of National Development)

Area IV: Social Welfare Policy

*Anth 258 (Anthropology and Social Issues)
*Anth E254 (Urban Anthropology)
Anth/Am Studies 301 (Childhood in America)
Anth 480 (Ethnicity and Medical Care)
Anth 670 (Industrial Anthropology and Sociology)
Black Studies 104 (Drug Abuse and the Black Community)
Econ 250 (Economics of Aging and Retirement)
Econ 280 (Economics of Health Care)
Econ 350 (Social Security)
Sociol C160 (Social Problems)
Sociol 233 (Sociology of Unemployment)
Sociol 250 (Social Policy)
Sociol 641 (Social Policy I)
Sociol 642 (Social Policy II)
Women's Studies 260 (Women's Health Care)
Women's Studies (new course) (Women and Public Policy)

Public Policy

Area V: Public Administration and Management

Anth 615 (Public Archaeology)
Econ 317 (Public Finance)
*GES 324 (Coastal Zone Management)
*GES 340 (Planning and Land Use Law)
PolSci 303 (Public Policy)
PolSci 325 (Public Administration)
PolSci 327 (Public Management I)
PolSci 328 (Public Management II)
PolSci 356 (Comparative Public Administration)

*Courses listed in more than one area.

Transfer Credit Policy

Students should consult the program director to request credit for appropriate courses taken at other institutions.

Other Activities

The program will sponsor a variety of guest lecturers and colloquia on various aspects of public policy studies and policy areas.

Study of Religion Program

Director

Richard A Horsley, Associate Professor

The Program

The Program in the Study of Religion offers a set of courses which concentrate on the religious dimension of human experience. The nucleus of the program consists of a group of courses directly in the study of religion which focus on the fundamental problems and themes of religious experience. This is supplemented by a variety of departmental course offerings which examine religious aspects of literature, art, history, or institutions, as treated by the social sciences and the humanities. This program seeks to explore critically the cultural heritage of religious experience in a fashion which enables students to expand their views of human culture and to find the place of their own history and experience within the framework of a liberal and humanistic education.

Requirements and Recommendations

The Program in the Study of Religion is designed for students who wish to pursue the study of religion in a systematic way. Students will be assisted and advised by the Committee on the Study of Religion which supervises the program. A student's program of study must be coherent, balanced, and varied. It must provide for a clearly-defined focus and for study of a wide range of religious phenomena. Successful completion of the program is formally acknowledged on students' official records.

To fulfill the program requirements, a student must complete six or more courses, at least three of which must be selected from courses offered directly in the program with the remainder chosen either from the program's courses or from the approved list of related courses. (See below)

Related Courses

In addition to the specific courses in the study of religion listed below, the following courses are closely related to the study of religion:

Approaches to Religion through Particular Disciplines
Anth 267 (Anthropology of Religion)
Anth 367 (Social and Cultural Perspectives on Witchcraft and Sorcery)
Phil E225 (Philosophy of Religion)
Sociol 333 (Sociology of Religion)

Major Religious-Cultural Traditions
Clsics 385 (Greek and Roman Religion)
Hist 337 (Jewish History: Ancient)
Hist 338 (Jewish History, From Messianism to Modern Statehood)
Hist 350 (Middle East I: 570 to 1258)
PolSci 470 (Christianity and Politics)

Religion and Literature
Clsics C271 (Paganism and Christianity)
Engl 335 (Visionary and Prophetic Modes in Literature)
Engl 385 (Milton)
Engl 388 (Blake)
French C275 (Freedom, Evil and Guilt: Religious Dimensions in Modern French Literature)
Humanities 265 (Pacting with the Devil: The Faust Tradition)
Humanities C271 (The Literature of the Holocaust)
Ital 270 (Dante's Divine Comedy)

Transfer Credit Policy

Students seeking to transfer credit for courses taken at other institutions should confer with the director of the program.

RelStd C104 Socrates, Jesus, Buddha
Staff
A study of three great paradigmatic figures and the different ways of life and views of reality which they represented. Attention to the social-cultural contexts in which they emerged; critical evaluation of Socrates and Jesus as sources of Western values; and exploration of why the Buddha has recently become an attractive alternative.
Core Area: Philosophical and Humanistic Studies.
3 Lect Hrs
3 Credits

RelStd E109 Patterns of Religious Meanings and Action
Staff
An introductory and survey course in religion which takes a comparative and interdisciplinary approach. Beginning with primitive and archaic religion (including myth and ritual), it concentrates on two or three of the world-historical religions (e.g., Buddhism, Judaism, Christianity—including mysticism and millenarianism) and on contemporary religious phenomena.
Core Area: Philosophical and Humanistic Studies.
3 Credits

RelStd C122 Varieties of Religious Experience
Staff
A comparative study of religion, concentrating on representative mythic, mystical, prophetic, or messianic figures and movements from various religious traditions, and using psychological, sociological, and theological-philosophical approaches. Coverage of such different types of figures and movements as a Native American or an African religious movement; Gandhi or a representative Buddhist movement; Moses and the Exodus of ancient Israel; Jesus and early Christianity; and the bearing of religious traditions on some contemporary religious issues. The course is restricted to freshmen and sophomores.
Core Area: Philosophical and Humanistic Studies.
3 Lect Hrs
3 Credits

RelStd C241 Myth, History, and Prophecy
Mr Horsley
Interpretation of the religion and literature of ancient Israel in comparison with the mythic religious forms of the ancient Near East, with some attention to subsequent biblical interpretation, literature, and philosophy. Central themes include myth and history, covenant, charismatic leadership, imperial religion, prophetic protest, and apocalyptic visions.
Core Area: Historical and Cultural Studies.
3 Lect Hrs
3 Credits

RelStd E242 New Testament, Judaism, and Hellenistic Religion
Mr Horsley
A study of the religion and the literature of early Christianity in comparison with other, contemporary, Jewish movements—Pharisees, Essenes, etc.—and with Hellenistic philosophy and mystery religions. Concentration on the career and teachings of Jesus of Nazareth, the interpretation of his significance, and the development and diversity of the Christian movement. Some attention to modern literary, musical, and cinematic interpretations.
Core Area: Philosophical and Humanistic Studies.
3 Lect Hrs
3 Credits

RelStd E245 History of Christianity
Staff
A comparative survey of the evolution of Christianity in its diverse forms, examining the development of institutional forms, theological doctrine, ritual, and the church's relation to the world, and covering such topics as martyrdom, monasticism, mysticism, the Protestant Reformation, the modern missionary enterprise, and the contemporary emergence of liberation movements.
Core Area: Philosophical and Humanistic Studies.
3 Lect Hrs
3 Credits

Study of Religion

RelStd C264 Contemporary Religious Thought
Mr Horsley
Consideration of major currents in contemporary religious thought from existentialist theology and mystical contemplation to more socially oriented reflection and religious philosophies of nonviolence and revolution. Readings from Buber, Tillich, Weil, Teilhard, Merton, Niebuhr, Gandhi, Fackenheim, Berrigan, Cox and Daly.
Core Area: Philosophical and Humanistic Studies.
3 Lect Hrs
3 Credits

RelStd C273 Problems in Religion and Ethics
Mr Horsley
Consideration of certain religious-ethical perspectives on a few key social issues such as medical ethics, racial and sexual oppression, poverty, and violence. Concentration on three or four different positions such as those of Cox, Daly, Heschel, King, Niebuhr, Vatican II, and Third-World Catholic figures.
Core Area: Philosophical and Humanistic Studies.
3 Lect Hrs
3 Credits

RelStd 133 From Fertility Cult to Philosophy
Staff
A survey of religious development prior to the present major religions. Emphasis will be on the development from fertility cult to religious philosophy, from the mother goddess and the sky god to syncretism in the temple and kinship, and the beginnings of personalized religious speculation. Readings from extant hymns and myths of ancient Egypt, Babylon, India, Greece, Persia, and China, as well as other selected standard works of the period.
3 Lect Hrs
3 Credits

RelStd 231 Religions of India
Staff
A study of the complex of religion within India, emphasizing the interrelation between the social, political, and religious life. Equal attention is given to both traditional and modern material and to the classical and folk traditions.
3 Lect Hrs
3 Credits

RelStd 232 Religions of the Far East
Staff
A study of religious expression in China and Japan with special emphasis on Confucianism, Taoism, Buddhism and Shinto.
3 Lect Hrs
3 Credits

RelStd 241 Old Testament, The Religion of Israel, and the Ancient Near East
Mr Horsley
Interpretation of the religion and literature of ancient Israel in comparison with the mythic religious forms of the ancient Near East with some attention to subsequent biblical interpretation, literature and philosophy. Central themes include myth and history, covenant, charismatic leadership, imperial religion, prophetic protest, and apocalyptic visions.
3 Lect Hrs
3.Credits

RelStd 250 Varieties of Mysticism
Staff
A critical and comparative study of specific mystics and mystical movements from the Hindu, Muslim, Jewish, and Christian religious traditions.
Prerequisite: One religious studies course or permission of instructor.
3 Lect Hrs
3 Credits

RelStd 252 Sacred Histories and Myth
Staff
A study of the sacred stories of "Great Men" in the religions of the world, focusing on the ways in which "historical" men and events take on a mythological character. The course will concentrate on readings from the Asian high religions, such as Hindu tales of kings, stories of the Buddha, and legends of Chinese emperors, with some attention to tribal tales of West Africa and the Hebrews.
3 Lect Hrs
3 Credits

RelStd 255 Religions of the Oppressed
Mr Horsley
An examination of the religious life and expressions of subject people, including the relations these have to the programs and ideologies of the oppressors. Concentration on four or five historical and contemporary movements: for example, ancient Jewish apocalyptic movements, including that of Jesus of Nazareth, medieval European millenarian groups, the Ghost Dance among the American Indians, certain African liberation movements, black religion in America and the women's liberation movement.
3 Lect Hrs
3 Credits

RelStd 276 Religion and Technology
Staff
An assessment of technology, including such issues as ecology, alienation, medicine, and warfare, from the perspective of the major religious traditions. A consideration of religious-ethical resources for dealing with technology and with its impact on man and nature. Special attention may be given to one or two paradigmatic problems, for example in genetics or in medical ethics.
3 Lect Hrs
3 Credits

RelStd 478, 479 Independent Study
Staff
Open only to a very limited number of students in any one semester. A written prospectus must be formulated with the instructor.
Prerequisite: Permission of instructor and program director.
3 Lect Hrs
3 Credits

RelStd 480 Special Topics Seminar
Staff
Intensive study of special topics, varying each year. Enrollment is limited.
Prerequisites: Junior standing and permission of instructor.
3 Lect Hrs
3 Credits

Department of Russian

Faculty

Diana Burgin, Associate Professor and Chairperson, Assistant Professors Edythe Haber, Anny Newman

The Department

The primary objective of the Russian department is to provide its students with an intellectually challenging and practical undergraduate major and minor in Russian that will enable them to use the language effectively in pursuit of their academic, professional, and personal goals.

The Major

The Russian major offers a thorough grounding in all aspects of the language (reading, speaking, writing, and comprehension) as well as an introduction to Russian and Soviet literature, culture, and civilization. The programmatic flexibility of the major gives each student the widest possible choice in selecting from among the required courses those best suited to his or her interests and needs. In order to assist majors in the selection of courses the department divides its major offerings into two groups or "tracks." One track contains those courses that deal specifically with Russian literature; the other groups together those courses which focus primarily on the language. Both tracks offer some training in translation.

The Minor

The department also offers a minor in Russian designed for students majoring in fields (such as the natural sciences, politics, history, and management) in which a working knowledge of Russian might prove useful for continued study on the graduate level, or for the achievement of professional goals.

Requirements

The Major

Majors must complete ten courses in Russian beyond the intermediate level, according to the following guidelines:

I. Seven courses as specified below.
   - A. Russ 309 (Advanced Russian I)
   - B. Russ 310 (Advanced Russian II)
   - C. Russ 311 (Russian Stylistics I) *or* Russ 312 (Russian Stylistics II)
   - D. Russ 303 (Russian Conversation and Composition I) *or* Russ 305 (Sound Patterns of Russian) *or* Russ 306 (Structure of Russian) *or* Russ 307 (History of Russian)
   - E. Russ E261 (Russian Literature in Translation I) *or* Russ E262 (Russian Literature in Translation II)
   - F. Russ E263 (Russian Culture and Civilization) *or* Russ E264 (Soviet Life and Culture)
   - G. Russ 301 (Selected Readings in Russian Literature—Language emphasis) *or* Russ 302 (Selected Readings in Russian Literature—Literary emphasis)

II. Three electives from one of the following tracks, at least two of which must be on the 300 or 400 level. Only one Independent Study (478, 479) may count toward the major.
   - A. *Language—Culture—Translation*
     204, 209, E263, E264, 301, 303, 305, 306, 307, 311, 312, 321, 478, 479, 481, 482.
   - B. *Literature—Culture—Translation*
     250, 251, E261, E262, E263, E264, 265, 268, 269, 302, 341, 359, 478, 479, 481, 482.

A student may substitute one course from either track.

The Minor

I. Minors must demonstrate intermediate competency in Russian language by completing Russian D101, D102, D201, D202, *or equivalent.* (Basic grammar, reading, conversation and composition. Emphasis on gaining speed and efficiency in reading Russian; review of grammar for reading purposes; vocabulary acquisition; how to use dictionaries efficiently; how to cope with basic prose and syntax.)

II. Minors must also take one 200-level course from among the following:
   - A. Russ E261 (Russian Literature in Translation I)
   - B. Russ E262 (Russian Literature in Translation II)
   - C. Russ E263 (Russian Culture and Civilization)
   - D. Russ E264 (Soviet Life and Culture)

III. And a minimum of 3 courses from among the following:
   - A. Russ 301 (Selected Readings in Russian Literature—Language emphasis)
   - B. Russ 302 (Selected Readings in Russian Literature—Literary emphasis)
   - C. Russ 303 (Russian Conversation and Composition I)
   - D. Russ 305 (Phonetics)
   - E. Russ 306 (Structure of the Russian Language)
   - F. Russ 307 (History of the Russian Language)
   - G. All 400-level courses
   - H. Russ 309 (Advanced Russian Grammar I)
   - I. Russ 310 (Advanced Russian Grammar II)
   - J. Russ 311 (Stylistics I)
   - K. Russ 312 (Stylistics II)
   - L. Russ 321 (Specialized Readings)

Honors

For graduation with honors in Russian, students must have a 3.0 average at the end of their senior year. They must petition by the mid-term of their penultimate semester to the department to be allowed to write an honors paper in Independent Study. Honors will be awarded to students on the basis of 1) their overall performance in their major courses and 2) their work in Independent Study.

Transfer Credit Policy

The department will normally transfer 16 credits toward the major; however, students who petition the department may be granted additional transfer credit.

Russian

Russ D101 Elementary Russian I
Staff
Introduction to Russian for students who have had little or no exposure to the language. Basic grammar, conversation, and reading. Emphasis on the development of aural and oral skills. Scheduled language labs.
Core Area: Foreign Languages.
4 Lect Hrs
4 Credits

Russ D102 Elementary Russian II
Staff
Continuation of Russian D101: training in the fundamentals of the language. Increased emphasis on conversation and reading simple prose.
Prerequisite: Russ D101 or equivalent.
Core Area: Foreign Languages.
4 Lect Hrs, 2 Lab Hrs
4 Credits

Russ D103 Intensive Elementary Russian
Staff
An intensive, double-credit course in basic conversational Russian which covers in one semester the material of Russian D101 and D102. Designed for students who have never studied the language or who need a solid review before taking an intermediate-level course. Emphasis on aural and oral drills in the classroom and language lab. Minimal written homework. Supplementary readings introduced in the second half of the semester. Class attendance *mandatory.* Spring semester only.
Core Area: Foreign Languages.
8 Lect Hrs
8 Credits

Russ D201 Intermediate Russian I
Staff
Review and continuation of basic grammar. Conversation and reading with emphasis on comprehension, developing reading skills, vocabulary building, and translation from Russian to English.
Prerequisite: Russ D102 or equivalent.
Core Area: Foreign Languages.
4 Lect Hrs
4 Credits

Russ D202 Intermediate Russian II
Staff
Prerequisite or corequisite for all advanced-level courses in the department. Particular attention to grammatical problems that arise in reading. Principles of Russian word formation as an aid to increasing vocabulary. Intensive reading, Russian to English translation, and conversation.
Prerequisite: Russ D201 or equivalent.
Core Area: Foreign Languages.
4 Lect Hrs
4 Credits

Russ E261 Russian Literature of the 19th Century in Translation
Ms Burgin, Ms Haber
A survey of great works of 19th century Russian literature. Authors read include Pushkin, Lermontov, Gogol, Turgenev, Dostoevsky, and Tolstoy. Emphasis is placed upon literary analysis and upon examining the factors in 19th century Russia which fostered the development of a great literature.
Core Area: The Arts.
3 Lect Hrs
3 Credits

Russ E261 Russian Literature in Translation
Ms Burgin, Ms Haber
A basic survey of Russian literature from Pushkin to Dostoevsky. Focus on discussion, emphasis on literary analysis. No knowledge of Russian required.
3 Lect Hrs
3 Credits

Russ E262 Russian Literature in Translation
Ms Burgin, Ms Haber
A survey of 20th century Russian and Soviet Russian literature in its historical and cultural context. Topics include Chekhov, the Symbolists, Prose of the Twenties, Stalinism, literature of the Thaws, and Solzhenitsyn. Emphasis on an analysis of selected texts. No knowledge of Russian required.
Core Area: The Arts.
3 Lect Hrs
3 Credits

Russ E263 Russian Culture and Civilization
Ms Burgin
An interdisciplinary survey in English of Russian culture from its pre-Christian beginnings to 1917 in the four major periods of its development: medieval, Petrine, the 19th century, and the Silver Age. Focus on literature, music, architecture and painting with some historical background. Short readings, tapes, and slides. No knowledge of Russian required.
Core Area: Historical and Cultural Studies.
3 Lect Hrs
3 Credits

Russ E264 Soviet Life and Culture
Ms Haber
An interdisciplinary introduction in English to Soviet Russian culture from the Revolution to the present day. Focus on literature, music, and the arts. Topics include: the avant-garde culture of the 20s; socialist realism and the Stalinist legacy in cultural life; the "Thaws" of the 50s and 60s; the dissident movement; and Soviet life and culture today. No knowledge of Russian required. Of special interest to students in international relations and management, political science, and economics.
Core Area: Historical and Cultural Studies.
3 Lect Hrs
3 Credits

Russ C266 Mid 19th Century Russia
Ms Burgin
An introduction to historical and cultural studies through reading and discussion of historically significant 19th century Russian literary works. Focus on the role of the writer in social and political life and on the value of literature as an historical and cultural source. Readings include works by Pushkin, Gogol, Turgenev, Goncharov and Dostoevsky.
Core Area: Historical and Cultural Studies.
3 Lect Hrs
3 Credits

Russ 203 Russian Conversation and Composition
Ms Newman
Practice in conversation on a variety of subjects, with a view toward building vocabulary and fluency. Intensive practice in Russian composition.
Prerequisite: Russ D102 or equivalent.
3 Lect Hrs
3 Credits

Russ 204
Ms Newman
A continuation of Russ 203 with emphasis on conversation.
3 Lect Hrs
3 Credits

Russ 209 Business Russian
Ms Haber
This course prepares the student to use Russian in a business or commercial setting. Training is provided in reading relevant texts and vocabulary building; in writing business letters and other commercial/legal documents; and in conversational business Russian. Of special interest to students of management, international relations, and economics.
Prerequisite: Russian D201 or permission of instructor.
3 Lect Hrs
3 Credits

Russ 250 Dostoevsky
Ms Burgin, Ms Haber
An introduction to the life and works of Fyodor Dostoevsky. Emphasis on reading and analysis of selected texts, including two of his major novels. No knowledge of Russian required.
3 Lect Hrs
3 Credits

Russ 251 Tolstoy
Ms Burgin, Ms Haber
An introduction to the life and works of Leo Tolstoy. Emphasis on reading and analysis of selected texts including either *War and Peace* or *Anna Karenina*. No knowledge of Russian required.
3 Lect Hrs
3 Credits

Russian

Russ 265 Chekhov
Ms Burgin, Ms Haber
Reading and discussion of selected short stories and the major plays of Chekhov. No knowledge of Russian required. Of particular interest to theater arts majors.
3 Lect Hrs
3 Credits

Russ 268 The Russian Theater
Ms Burgin, Ms Haber
Historical and literary survey in English of Russian dramatic art and the Russian theater from the late 18th century to the Soviet period. Focus on representative playwrights, genres, and styles, classical and realistic comedy; historical and bourgeois drama; Stanislavsky and the "Chekhovian" theater; and symbolism. No knowledge of Russian required.
3 Lect Hrs
3 Credits

Russ 269 Short Masterpieces of Russian Literature
Ms Burgin, Ms Haber
Reading in English translation of short stories and short novels of 19th and 20th century Russian writers. No reading knowledge of Russian required.
3 Lect Hrs
3 Credits

Russ 301 Selected Readings in Russian Literature
Staff
Introduction to Russian literature in the original, designed to increase students' command of the language and acquaintance with different literary styles of Russian writers of different periods. Emphasis on reading, translating, retelling and discussing selected works by 19th and 20th century writers.
Prerequisite: Russ D201 or equivalent.
3 Lect Hrs
3 Credits

Russ 302 Selected Readings in Russian Literature
Staff
Reading and discussion in Russian of representative 19th and/or 20th century short prose and poems. Lectures provide background for Russian literary history; discussion focuses on literary and stylistic analysis of the texts. Practice in reading, listening, conversation, and writing.
Corequisite: Russ D202 and/or permission of the instructor.
3 Lect Hrs
3 Credits

Russ 303 Composition and Conversation
Staff
Intensive training in conversation and composition. Readings, discussions, dialogues, reports, and essays based on texts in various fields.
Prerequisite: Russ D201.
3 Lect Hrs
3 Credits

Russ 305 Sound Patterns of Russian
Ms Newman
Detailed analysis of the sound system, articulation, and intonational patterns of contemporary standard Russian. Emphasis on aural comprehension and oral fluency. Independent lab.
Corequisite: D201 or permission of instructor.
3 Lect Hrs
3 Credits

Russ 306 Structure of the Russian Language
Ms Newman
The structure of contemporary standard Russian morphology, accentology, and syntax. Practical exercises.
Prerequisite: Russ D201 or equivalent or permission of instructor.
3 Lect Hrs
3 Credits

Russ 307 History of the Russian Language
Ms Newman
Survey of Russian language evolution from Common Slavic to Contemporary Standard Russian. Analysis of texts from each major period.
Prerequisite: Russ D201 or equivalent or permission of instructor.
3 Lect Hrs
3 Credits

Russ 309 Advanced Russian I
Staff
Reading, problems in grammar, composition, and conversation.
Prerequisite: Russ D202 or equivalent.
3 Lect Hrs
3 Credits

Russ 310 Advanced Russian II
Staff
Continuation of Russ 309.
Prerequisite: Russ 309 or equivalent.
3 Lect Hrs
3 Credits

Russ 311 Russian Stylistics I
Ms Haber, Ms Newman
A study of word usage in modern normative Russian. Gives the student practical training in choosing the right words and word combinations in written and oral speech. Special attention is paid to synonyms, paronyms, homonyms, single-root words, verb and noun combinability, and word order.
Corequisite: Russ C202 or permission of instructor.
3 Lect Hrs
3 Credits

Russ 312 Russian Stylistics II
Ms Haber, Ms Newman
A close examination of the various stylistic categories in modern Russian, with short illustrative examples of the scientific, official, journalistic, literary, and colloquial styles. Attention is paid to the expressive means of the language available to each style. There is practical written and oral training in using the style most appropriate to different situations (e.g., the business vs the personal letter, an official vs a friendly conversation).
Corequisite: Russ 309 or permission of instructor.
3 Lect Hrs
3 Credits

Russ 321 Specialized Readings
Ms Newman
Reading intensively and extensively for rapid acquisition of vocabulary. Reading selections from a variety of styles and genres. Translation of texts complemented by analysis of linguistic devices in stylistic categories.
Prerequisite: Russ D202 or equivalent.
3 Lect Hrs
3 Credits

Russ 341 19th Century Russian Poetry
Ms Bergin, Ms Haber
Discussion of selected poems by Pushkin, Lermontov, Tjutchev, Fet, and Nekrasov. Focus on analysis and translation.
Prerequisite: Russ D201.
3 Lect Hrs
3 Credits

Russ 359 20th Century Russian Poetry
Ms Burgin, Ms Haber
Close reading and analysis of the Russian texts of poems by selected 20th century poets.
Prerequisite: Russ D201 or equivalent.
3 Lect Hrs
3 Credits

Russ 478, 479 Independent Study
Staff
Selected research topics organized in consultation with individual students; or individual guidance in reading, writing, literary criticism, and translation.
Prerequisite: Permission of instructor or chairperson.
Wkly conf, Hrs by arrangement
3 credits

Russ 481, 482 Special Topics
Staff
Study of special topics, varying each semester according to the instructor.
Prerequisite: Permission of instructor.
3 Lect Hrs
3 Credits

Department of Sociology

Faculty

Calvin J Larson, Professor and Chairperson; Professors James E Blackwell, Robert Dentler, Gerald R Garrett, Richard Robbins, Daisy Tagliacozzo, Robert Weiss, Gordon C Zahn (Emeritus); Associate Professors Harry Brill, John K Dickinson, Estelle Disch, Susan Gore, Glenn Jacobs, Lawrence Kamara, Richard Kronish, Siamak Movahedi, Sharon Stichter, Elizabeth Useem; Assistant Professors Obie Clayton, Ann Cordilia, Jane Leserman, Russell K Schutt

The Department

Sociology has been defined as the science of society, and most of us in the department see ourselves as applying and encouraging students to apply the scientific method to the analysis of groups and individuals in groups. We look at and encourage students to look at the way in which income, occupation and education; ethnicity, race, and culture; family and kinship; power and authority; organizational context, and a variety of other factors influence individual and group behavior.

Some of us theorize about how societies persist and change; some of us use our findings in an effort to improve society; some of us are concerned with workaday applications. But these interests are not independent: we are all involved to one degree or another in all of them.

Requirements

The Major

The department requires a total of 30 semester hours of sociology credit for a major in sociology.

Majors are required to take Sociol E101 (Introduction to Sociology), 341 (Elements of Sociological Theory), 351 (Methods of Sociology Research), and any 7 other upperdivision courses in sociology. Among the courses which will count for major credit, one (except for 341 and 351) may be taken Pass/Fail. Majors are encouraged, but not required, to take Anth E103 (Introductory Anthropology) and Psych E101 (Introductory Psychology).

Junior or senior standing is recommended for all 300- or 400-level courses, subject to the instructor's approval.

At the invitation of the department, students may take individual directed study with emphasis on independent research. Students wishing to engage in independent study must submit a proposal for departmental consideration; this must be done before the end of the semester preceding that in which they want to do the study.

The Sociology of Urban Social Services (SUSS)

For students interested in human services, the SUSS (Sociology of Urban Social Services) Program within the Sociology Department offers a wide range of field placement experiences and related courses, in order to prepare students for work or for graduate programs in this field. Interested students (both majors and nonmajors) should inquire in the Sociology Department office for a description of the program.

Honors

The department has instituted an honors major. Its purpose is to provide a more in-depth and integrated undergraduate program for advanced students and to provide a mechanism for recognizing unusual achievement. Successful completion of the honors major is noted on a student's transcript.

The requirements for the honors major involve coursework, an honors paper, and an overall grade point average of 3.25 in sociology courses. Further details are available in the department office.

Students with a 3.0 overall grade point average and a 3.0 in sociology with at least 12 credit hours in sociology courses taken at the University are eligible for admission to Alpha Kappa Delta, the national Sociology Honorary Society.

The Minor

For a minor in Sociology the department requires at least 18 semester hours of sociology credit, which would also include the three courses required for the major (Sociol E101, 341, 351). Not more than 6 credits from an internship may be counted toward the minor.

Transfer Credit Policy

In most circumstances, a maximum of four courses (twelve credits) taken at other colleges or universities may be counted toward the sociology major.

Field Training

Field training is provided in three programs of the department: 1) the Sociology and Urban Social Services (SUSS) program described above; 2) the Program in Corrections; and 3) the Program in Alcoholism.

The Program in Corrections offers a sequence of three courses: Sociol 361 (Criminology), 463 (Corrections), and 464 (Practicum in Corrections), the field training component.

The Program in Alcoholism offers a sequence of three courses: Sociol 466 (Research Studies in the Sociology of Alcoholism), 469 (Alcoholism Agency Experience), the field training component, and 470 (Research Studies in Alcoholism Treatment, Prevention, and Education). It is recommended that students in either of these programs also take Sociol 261 (Social Deviance and Control).

Special Situations

Students whose situations are special because of long-time enrollment or for other reasons should address any questions, in writing, to the chairperson, and arrange for an interview to discuss them.

Student Responsibility

It is the responsibility of student majors to keep up-to-date in their progress towards completion of their major requirements.

Sociol E101 Introduction to Sociology
Staff
The structure of society, cultural patterns, and group life. The individual and socialization, groups, institutions, social systems, and social change.
Core Area: Social and Behavioral Sciences.
3 Lect Hrs
3 Credits

Sociol C103 American Society—Socioeconomic Aspects
Mr Kronish, Ms Useem
An examination of the development and the dynamics of the social structure and political economy of contemporary US society. Topics include the shape and historical development of the economic structure; trends and consequences of monopolization; ownership and control of the major corporations; multinationals and the consequences of foreign expansion; postwar foreign policy; theories of social class; trends within the occupational structure; poverty.
Core Area: Social and Behavioral Sciences.
3 Lect Hrs
3 Credits

Sociology

Sociol C104 Personality and Social Structure in Two Societies
Ms Cordilia
This course is an introduction to sociological and social science perspectives through the comparative analysis of two contemporary societies. The course is taught in two parts, describing and comparing first the elements of social structure and second how social structure, culture and personality fit together.
Core Area: Social and Behavioral Sciences.
3 Lect Hrs
3 Credits

Sociol E231 Social Stratification
Mr Brill, Mr Kronish, Staff
Social classes in traditional and industrial societies; classes, castes, and mobility. Theories of class relationships and conflicts.
Prerequisite: Sociol E101.
Core Area: Social and Behavioral Sciences.
3 Lect Hrs
3 Credits

Sociol C140 Life Cycle
Ms Tagliacozzo
This course focuses on youth, adulthood, and old age; it examines the way in which, during different stages in life, different kinds of relationships rise and fall in importance. It considers the meaning of work at different stages and, in general, how individuals and groups cope with change.
Core Area: Social and Behavioral Sciences.
3 Lect Hrs
3 Credits

Sociol E160 Social Problems
Mr Blackwell, Mr Jacobs
A course concentrating on institutional formation and change. Specifically, it covers the definition and explanation of social problems, individual, group and governmental responses to them, implications of social policy, in-depth case studies, and discussion of contemporary social problems.
Prerequisite: Sociol E101.
Core Area: Social and Behavioral Sciences.
3 Lect Hrs
3 Credits

Sociol E201 Youth and Society
Mr Dentler
An examination of theories and research on youth and society. Present day patterns of youthful development are contrasted to other types—both in Western history and in other cultures. The relationship of youth to major institutions (educational, legal, occupational) are examined in detail.
Prerequisite: Sociol E101.
Core Area: Social and Behavioral Sciences.
3 Lect Hrs
3 Credits

Sociol E211 The Urban Community
Mr Brill, Mr Larson, Staff
The development of the city as a complex form of the human community. History and growth of urbanism in industrial societies and developing nations. Urban change and the problem of planning.
Prerequisite: Sociol E101.
Core Area: Social and Behavioral Sciences.
3 Lect Hrs
3 Credits

Sociol E238 Sociology of Education
Mr Robbins, Ms Useem, Ms Tagliacozzo
The educational systems of various types of Western and non-Western societies and the changes in Western systems in modern history, with particular reference to the U.S. The structural features of types of American schools and colleges and the relevance of these features to the economy and to the ideologies of education.
Prerequisite: Sociol E101.
Core Area: Social and Behavioral Sciences.
3 Lect Hrs
3 Credits

Sociol C240 Self in Society: Studies of Autobiographies
Ms Tagliacozzo
Autobiographies (of, for example, Mary McCarthy, Claude Brown, Simone De Beauvoir, May Sarton, Jean-Paul Sartre) are the medium for examining Self in Society; the development of identity, the influence of culture and class on experience and life cycles, the impact of discrimination on self development, the problems of coping with social constraints and stress. Select readings by Freud, Goffman, Vaillant, Erikson and others will aid in the interpretation of autobiographies. Written and oral reports will be used to practice the skills of listening, describing, analyzing and interpreting.
Prerequisite: English 101-102.
3 Lect Hrs
3 Credits

Sociol E242 Family
Mr Dickinson, Mr Kamara
A comparative and historical analysis of family systems. Emphasis on the development and the future prospects of the nuclear family in middle-class industrial society.
Prerequisite: Sociol E101.
Core Area: Social and Behavioral Sciences.
3 Lect Hrs
3 Credits

Sociol E261 Social Deviance and Control
Mr Garrett, Mr Kronish
The social conditions of individual and group behavior disorders, deviant subcultures, and social control.
Prerequisite: Sociol E101.
Core Area: Social and Behavioral Sciences.
3 Lect Hrs
3 Credits

Sociol C272 Social Change in the Third World
Staff
Social and economic aspects of development and modernization in various societies.
Prerequisite: Sociol E101.
Core Area: Social and Behavioral Sciences.
3 Lect Hrs
3 Credits

Sociol E281 Society and the Individual
Mr Movahedi, Mr Weiss, Staff
Basic survey of the social environment of individuals.
Prerequisite: Sociol E101.
Core Area: Social and Behavioral Sciences.
3 Lect Hrs
3 Credits

Sociol 102 Further Topics in Introductory Sociology
Staff
A continuation of Introduction to Sociology for second semester freshmen in the SUSS Program, focusing on the social processes of deviance, change and conflict.
Prerequisites: Sociol E101 and participation in SUSS Program.
3 Lect Hrs
3 Credits

Sociol 139 Social Legacy of the Vietnam War
Staff
The course examines the manifold social legacy of the Vietnam War. It includes a brief history of the Vietnamese nation, the process of American intervention, the development of the antiwar movement at home, US policy and public attitudes.
3 Lect Hrs
3 Credits

Sociol 160 Social Problems
Mr Blackwell, Mr Jacobs
A course concentrating on institutional formation and change. Specifically, it covers the definition and explanation of social problems, individual, group and governmental responses to them, implications of social policy, in-depth case studies, and discussion of contemporary social problems.
Prerequisite: Sociol E101.
3 Lect Hrs
3 Credits

Sociol 200 Human Service Organizations
Ms Tagliacozzo
Theory and practice of people-processing and people-changing, interpersonal behavior, and group development, through observation of the group itself, and through readings from psychology, anthropology and sociology.
Prerequisite: Sociol E101.
3 Lect Hrs
3 Credits

Sociology

Sociol 220 A Survey of Asian Societies—China and Japan
Staff
This course is an introductory study of the institutions and structures of East Asian societies, especially China and Japan. It concentrates on selected traditional institutions such as the family, community, and social aspects of the economy, and their relations to modernization and industrialization. Comparisons are made between these East Asian societies and the United States.
Prerequisite: Sociol E101.
3 Lect Hrs
3 Credits

Sociol 232 Sociology of Work
Mr Brill, Mr Schutt
Deals with a variety of social issues associated with the division of labor: the structure of occupations and their impact upon workers, sources of satisfaction in work, experiments in redesigning work, and models of workers' participation in the work place.
3 Lect Hrs
3 Credits

Sociol 233 The Sociology of Unemployment
Mr Brill
The focus of this course is on the social implications of unemployment. Job loss entails more than a loss in income, as self-definition and sense of belonging are often work-related. Also, unemployment has an impact upon social institutions themselves, particularly on the family, on community networks, and on the various agencies that the unemployed encounter. How both the unemployed and the social institutions they confront are affected, affect each other, and impinge on the rest of society are examined.
Prerequisite: Sociol E101.
3 Lect Hrs
3 Credits

Sociol 250 Social Policy
Mr Brill
This course selects several important areas and issues within which to examine the development of social policy. Social policy perspectives on crime, housing, health, unemployment, and race and ethnic issues are among those considered. Central to this examination is how social problems are defined, and the implications of those definitions for the direction of social policy.
Prerequisite: Sociol E101.
3 Lect Hrs
3 Credits

Sociol 300 Communication and Opinion
Staff
Sociological and political perspectives on mass communications.
Prerequisite: Sociol E101.
3 Lect Hrs
3 Credits

Sociol 310 Socialization
Staff
Theories and research on socialization from a sociological-social psychological perspective. Emphasis on socialization during childhood, and on continuities and discontinuities between child and adult socialization.
Prerequisites: Sociol E101, Sociol E281, and junior or senior standing.
3 Lect Hrs
3 Credits

Sociol 321 Racial and Ethnic Relations
Mr Blackwell, Mr Jacobs, Mr Robbins
Conflicts and accommodations among differing racial and ethnic groups. The nature and character of prejudices and discrimination. Minority-majority relations in selected societies.
Prerequisite: Sociol E101.
3 Lect Hrs
3 Credits

Sociol 323 Asian Minorities in America
Staff
An introduction to the Asian Americans and their major contributions to the United States; analyses of their experience, including aspects relevant to a better understanding of American group relations generally, such as those between blacks and Caucasians and among white ethnics.
Prerequisite: Sociol E101.
3 Lect Hrs
3 Credits

Sociol 331 Sociology of Social Movements
Staff
Analysis of general characteristics of social movements as vehicles of social change—with focus on selected historical social movements.
Prerequisites: Sociol E101 and junior or senior standing.
3 Lect Hrs
3 Credits

Sociol 335 Political Sociology
Ms Stichter
An interdisciplinary study with stress on the nature of power and its distribution in society. Alternative approaches to changing and transforming power structures.
Prerequisites: Sociol E101 and PolSci E122.
3 Lect Hrs
3 Credits

Sociol 336 Work in Bureaucracies
Ms Tagliacozzo, Staff
Deals with the internal dynamics of complex organizations. Different approaches to organizational behavior are examined in the context of social values and beliefs. Analysis includes the impact of hierarchy on work experience, the psychological bases for organizational effectiveness, the foundations and uses of power, and organizational structures of communication and innovation.
Prerequisite: Sociol E101 or permission of instructor.
3 Lect Hrs
3 Credits

Sociol 337 The Sociology and Psychology of Complex Organizations
Ms Tagliacozzo
Types of organizational structures both historically and in industrial societies. Profit-making and non-profit-making organizations such as schools, business and public bureaucracies, corporations, churches, hospitals, and prisons.
Prerequisite: Sociol E101.
3 Lect Hrs
3 Credits

Sociol 340 Field Work Methods
Ms Disch, Mr Jacobs
Intensive training in observational methods and readings of theoretical issues involved. Concentrated community-oriented field work under close supervision.
Prerequisites: Sociol E101 and junior or senior standing.
3 Lect Hrs
3 Credits

Sociol 341 Elements of Sociological Theory
Mr Kamara, Mr Larson, Staff
Reading and discussion of basic sociological works in theory. Relevance of earlier and contemporary sociological interests and research.
Prerequisites: Sociol E101 and junior standing.
3 Lect Hrs
3 Credits

Sociol 342 Aging and Society
Mr Kamara
An examination of theories and research on aging and society. The course is organized into two sections. The first explores the general relationship of the aging process and the aged to the social, economic, and political systems in a youth-oriented and work-oriented society. The second draws upon cross-national and cross-cultural material.
Prerequisite: Sociol E101.
3 Lect Hrs
3 Credits

Sociology

Sociol 350 Elements of Social Statistics
Mr Movahedi, Staff
Fundamentals of social statistics; special emphasis on probability, tests of significance, and measures of association.
Prerequisite: Sociol E101.
3 Lect Hrs, 1 Lab Hr
4 Credits

Sociol 351 Methods of Sociological Research
Mr Movahedi, Mr Schutt, Staff
Design of sociological research and methods of inquiry. Organization and analysis of data development of research projects.
Prerequisites: Sociol E101 and junior standing.
3 Lect Hrs
3 Credits

Sociol 361 Criminology
Mr Clayton, Ms Cordilia, Mr Garrett
A general survey and analysis of adult crime. Attention to historical development of criminological thought, societal reaction to crime, and behavioral systems. Emphasis on theories of criminality and issues in the administration of justice by police and courts.
Prerequisites: Sociol E101 and junior or senior standing.
3 Lect Hrs
3 Credits

Sociol 362 Juvenile Delinquency
Mr Clayton, Mr Garrett
The nature and extent of delinquency. Consideration of theories, delinquent subculture, and programs for control and prevention.
Prerequisites: Junior standing and Sociol E101.
3 Lect Hrs
3 Credits

Sociol 363 Corrections
Mr Brin, Mr Clayton, Mr Garrett
Prisons, jails, parole, and probation. Attention to inmate social structure, and philosophy underlying the correctional system and modern treatment approaches.
Prerequisites: Junior standing and Sociol 362.
3 Lect Hrs
3 Credits

Sociol 364 Research Studies in the Sociology of Alcoholism
Ms Cordilia, Mr Garrett
An in-depth analysis of sociological factors related to drinking behavior, alcoholism, and treatment and prevention programs. Special emphasis placed on theory, research studies, and methodological problems in studying alcoholic populations. Attention also given to special topics—alcohol and crime, traffic safety, family crises, industry, and skid row.
Prerequisites: Sociol E101, senior standing, and permission of instructor.
3 Lect Hrs
3 Credits

Sociol 365 The Professions in Contemporary Society
Ms Tagliacozzo, Staff
An examination of the concepts and theories which have been brought to bear on the study of contemporary professions. Students examine the historical matrix of modern professionalism, and the sources of power and vulnerability of professions in industrial society. The conditions which differentiate the experience and organizations of different professions are studied, including practitioner-client relationships, patterns of peer control, and the varied roles of professional authority in complex organizations. Class and written reports focus on comprehensive studies of specific professions.
Prerequisite: Sociol E101 and junior standing, or permission of instructor.
3 Lect Hrs
3 Credits

Sociol 367 China, Cuba: Law and Society
Staff
Law and society under socialism in China and Cuba will be studied as an historical process. The role of law, justice, professionals, and citizens in the making of a new society, and the changing patterns of crime will be examined. Changes in class structure, race relations, women's roles, and authority, as well as the process of creating a new socialist morality, will also be considered. The organization and practical operations of prisons, courts, police, and lawyers in China and Cuba will be compared with the justice institutions in the US.
3 Lect Hrs
3 Credits

Sociol 373 Population and Ecology
Mr Dickinson
The population explosion, birth, death, and illness. Immigration and emigration. How the human and physical environment interact.
Prerequisite: Sociol E101.
3 Lect Hrs
3 Credits

Sociol 382 Social Psychology of Sex Roles—Men and Women in Society
Ms Disch, Ms Gore, Ms Useem, Staff
An analysis of male and female roles in society with consideration of biological and psychological factors. Attention to socialization processes which reflect society's functional definition of acceptable and deviant sex roles.
Prerequisite: Sociol E101.
3 Lect Hrs
3 Credits

Sociol 384 Medical Sociology
Ms Gore, Ms Leserman
The course focuses on the contribution of the social sciences to the field of medical care. This is done along two dimensions: (1) Illness and treatment are defined from a sociocultural, biological perspective; (2) sociological theories and studies are then brought to bear on the problems of definitions of illness, illness behavior and the use of medical services, the organization of medical services and the future frontiers of social science in medicine.
Prerequisites: Sociol E101, and one additional sociology course.
3 Lect Hrs
3 Credits

Sociol 385 Hospitals
Ms Tagliacozzo
Approaches to the study of complex organizations are examined through a focus on the general hospital. The analysis includes: trends in external and internal patterns of social control, distinguishing organizational features of the hospital; the role of professionals and managers in the context of work technology and work organization; and interactions between professionals and clients and the management of patient care under varying conditions.
Prerequisites: Sociol E101, and Sociol 384 or 200, or permission of instructor.
3 Lect Hrs
3 Credits

Sociol 386 Sociology of Mental Health and Illness
Staff
The sociological study of mental disorder and well-being in American society. The course emphasizes the study of the prevalence and the incidence of disorder, and theories of its causation. Attention is also given to family and societal reactions to the impaired, and how these responses and definitions influence legal processes, treatment, and illness severity. Social policy is discussed.
Prerequisite: Sociol E101.
3 Lect Hrs
3 Credits

Sociology

Sociol 387 Medical Care Systems
Staff
A comparative analysis of health care systems, with emphasis on the historical and cultural conditions that shape organizations and practices. Issues include the role of government, the status of the professions in health care systems, and the structure of the system, with emphasis on the relationships among its components: hospitals, hospices, health maintenance organizations, and nursing homes.
Prerequisite: Sociol E101.
3 Lect Hrs
3 Credits

Sociol 426 The Black Family
Mr Kamara
A sociohistorical analysis of the experiences of the black family in the United States from slavery to the present. Emphasis is on the mode of adjustment and adaptation to the forces of domestic colonialism, including slavery, racism, and economic discrimination. The course focuses on stratification in the black community as well as on issues in socialization and personality development.
Prerequisite: Sociol E101.
3 Lect Hrs
3 Credits

Sociol 427 Minority Role Behavior
Mr Blackwell
A sociological analysis of the various responses, self-definitions, and behavior patterns developed by minority groups in regard to their status as minorities, with special emphasis on the United States.
Prerequisites: Sociol E101 and junior or senior standing.
3 Lect Hrs
3 Credits

Sociol 431 Sociology of Religion
Staff
Belief systems and social structures of religious groups. Impact of religious systems on familial, economic, political, and other institutions.
Prerequisite: Sociol E101.
3 Lect Hrs
3 Credits

Sociol 440 Sociology of Knowledge and Ignorance
Mr Dickinson
Epistemological Sociology—social determinants of the gap between reality and our knowledge of it.
Prerequisites: Sociol E101 and junior or senior standing.
3 Lect Hrs
3 Credits

Sociol 441 Contemporary Sociological Theory
Mr Kamara, Mr Larson
A concentrated examination of recent developments in the study of human interaction and of the problems of social order and social change. Issues involving the goals of sociology, the ethics of social research, and behavior control are a major focus.
Prerequisite: Senior standing, Sociol 341, or permission of instructor.
3 Lect Hrs
3 Credits

Sociol 442 Theory of Social Change
Ms Stichter
Alternative theories of social change, at the societal and community levels. Classical theories of change, including those of Durkheim, Weber, and Marx, and contemporary theories. Selected applications.
Prerequisite: Sociol E101.
3 Lect Hrs
3 Credits

Sociol 444 Cooperative Education Field Experience in Sociology
Ms Disch
Paid placements in public and private agencies related to sociology, arranged through the Program in Cooperative Education. Credit is awarded on the basis of independent research and reporting related to the field work. Learning contracts and number of credits are arranged with a faculty supervisor in the department. Placements are for a 6-month period.
Prerequisite: 9 credit hours of sociology, at least 3 of which must be directly related to the field placement.
Hrs by arrangement
3-6 Credits

Sociol 452 Nonexperimental Methods in Sociology
Mr Movahedi
Design and analysis of nonexperimental research. Includes construction of indices and scales, methods of control in survey research, multivariate analysis of qualitative and quantitative data, analysis of causal models, and computer application to sociological data.
Prerequisites: Senior standing, Sociol 350 and 351 or permission of instructor.
3 Lect Hrs
3 Credits

Sociol 464 Practicum in Corrections
Mr Clayton, Mr Garrett
Supervised field placement in a correctional setting; seminar on problems relating to students' field experience and on special issues in correction including prison reform and legislation, legal handling of adult and juvenile offenders, and prison administration and organization.
Prerequisites: Sociol E101, Sociol 363 and permission of instructor.
3 Lect Hrs
3 Credits

Sociol 465 Police in Society
Mr Garrett
An examination of police as a system of social control; a survey of major studies of police by sociologists and government commissions. Emphasis placed on police organization, patterns and consequences of police training, historical and cross-cultural perspectives of police systems and studies of police discretion and police-citizen interaction.
Prerequisites: Senior standing, Sociol E101 and 9 credit hours in sociology.
3 Lect Hrs
3 Credits

Sociol 466 Alcoholism: Etiology and Epidemiology
Ms Cordilla
An in-depth interdisciplinary analysis of the nature, causes and extent of alcoholism and problem drinking. Analysis of drinking patterns and drinking problems cross-culturally and among subgroups in the population such as women, prison inmates, the elderly, and residents of Skid Row.
Prerequisite: Junior or senior standing.
3 Lect Hrs
3 Credits

Sociol 467 Sociology of Law
Mr Schutt
A general analysis of the social origins and consequences of law and legal process; special emphasis on law as a method of conflict resolution and as a social control structure, and on law and social change. Attention also given to law in other societies, including nonliterate societies, to the evolution and development of legal structures, and to patterns of due process and criminal law.
Prerequisites: Sociol E101 and 6 credits in sociology; junior or senior standing.
3 Lect Hrs
3 Credits

Sociol 469 Alcoholism Agency Experience
Mr Garrett
Supervised field work and internship in a community agency serving alcoholics, including alcoholism prevention and treatment, and alcohol education projects. Assignments, such as detoxification centers, treatment centers, alcohol information services, halfway houses, and others, are made according to student interest and internship availability. Accompanied by a seminar focusing on social services for alcoholic populations, techniques of gathering information, case studies, and field-based issues.
Prerequisite: Sociol 364 or permission of instructor.
6 Credits

Sociology

Sociol 470 Research Studies in Alcoholism Treatment, Prevention, and Education
Mr Garrett
An intensive examination of theories and research on the etiology of alcohol addiction, with special emphasis on their implications for treatment, prevention, and education programs; sociologic factors influencing diagnosis and treatment outcomes; legal coercion treatment programs; behavioral, family therapy, and community reinforcement approaches; audiovisual media in alcohol education. Special attention to Alcoholics Anonymous and its related groups. Involves field trips to community agencies.
Prerequisite: Sociol 364.
3 Lect Hrs
3 Credits

Sociol 472 Conflict in Society
Staff
An exploration into the nature, sources, types, and effects of conflict control and resolution; basically theoretical in approach with emphasis upon conflict as a social process.
Prerequisites: Sociol E101 and junior or senior standing.
3 Lect Hrs
3 Credits

Sociol 474 Ideology and Social Control in Southern Africa and Latin America
Mr Kamara
From a comparative perspective, the exercise and structure of power in selected nations and states of Latin America and Southern Africa.
Prerequisites: Sociol E101 and junior or senior standing.
3 Lect Hrs
3 Credits

Sociol 476 Medical Care Systems
Staff
This course pursues a comparative examination and analysis of medical care systems. A general systems framework is used. The strategy for analysis is to analyze various systems in terms of their properties and the interrelations and the interdependencies of those properties. There are attempts to connect the structures and the operations of the systems to the larger societal structures. The focus is on medical care in modern, industrialized societies.
Prerequisites: Senior standing and three courses in sociology of which two must be Sociol E101 and Sociol 384.
3 Lect Hrs
3 Credits

Sociol 478, 479 Directed Study in Sociology
Staff
Students invited by the department to conduct independent research during the senior year. Periodic consultation and guidance provided by the staff.
Prerequisites: Sociol E101, senior standing and permission of department.
Hrs by Arrangement
1-4 Credits

Sociol 480 Special Topics
Staff
Intensive study of special topics varying each year according to instructor.
Prerequisite: Sociol E101.
3 Lect Hrs
3 Credits

Sociol 485 Seminar on Single Parent Families
Mr Weiss
A seminar dealing with the single parent family experience from the point of view of both social scientists and of people living in single parent families.
Prerequisites: Sociol E101 and junior or senior standing.
3 Lect Hrs
3 Credits

Sociol 621 Social Psychiatry
Mr Movahedi
Sociological analysis of psychiatric theories and practices, examination of the effect of social structure on the construction, diagnosis, and treatment of mental disorders.
Prerequisites: Sociol E101, 3 other courses in sociology and/or psychology, and senior standing.
3 Lect Hrs
3 Credits

Sociol 622 Comparative Approaches to Deviance and Control
Ms Stichter, Staff
This course will consider the relation between deviance and societal development, concentrating on the effects of modernization, urbanization and industrialization on definitions of deviance and on the incidence and control of various kinds of deviant behavior. Methodological problems of cross-cultural comparison will be addressed, and comparative material on violent crime, juvenile delinquency, prostitution, alcoholism and other types of deviance will be drawn from Western Europe, the Soviet Union, Asia, Africa, the Middle East, and Latin America.
Prerequisites: Sociol E101 and junior standing.
3 Lect Hrs
3 Credits

Department of Spanish and Portuguese

Faculty

Efrain Barradas, Associate Professor and Chairperson; Professor Emeritus Dorothy Marshall; Professors Ricardo Navas-Ruiz, James J Ryan; Associate Professors Clara Estow, Maria Luisa Osorio, Nellie Sánchez-Arce, Adorna Walia; Assistant Professor Esther Torrego; Lecturer Loretta Slover

The Department

The Spanish program fulfills two principal needs. On the one hand we offer a strong and varied program in literature and language for those students who wish to specialize in the field. Spanish majors may begin their studies with survey courses in Spanish and Spanish-American literature and civilization and proceed to more detailed explorations of selected areas. At the same time, the department endeavors to facilitate the acquisition of language skills, from elementary to advanced levels, by those students who for reasons of career preference wish to combine their field of study with the learning of Spanish. Spanish majors may participate in the Latin American Studies Program. The department also offers courses in the Portuguese language and in Luso-Brazilian literature and civilization. In addition to the Spanish major, the department offers a minor in Spanish and a certificate in Spanish-English translation.

Requirements and Recommendations

The Major

The major in Spanish has the following requirements:

A minimum of 10 courses (30 credits) at the 300 level or higher, including the following:

I. One advanced language course above 301-302.

II. Two survey courses: one of Spanish literature or civilization, and one of Spanish-American literature or civilization. A student may take one course in literature and one in civilization, both courses in literature, or both courses in civilization, so long as one focuses on Spain and one on Spanish America. Among these courses are Span 351 (Survey of Spanish Literature: from its origins to the 18th century), Span 352 (Survey of Spanish-American Literature: from its origins to the 19th century), Span 310 (Spanish Civilization), and Span 361 (Spanish-American Civilization).

III. The remaining seven courses must be selected from one of the following options:

   A. Specialization in language: five advanced language courses (300 level or higher) chosen from among the following: Span 301, 302, 304, 305, 306, 307, 308, 309, 312, 406, 407, 408, 420, and two advanced literature or civilization courses (300 level or higher).

   B. Specialization in literature: five advanced literature courses, including one from each of the following areas, plus two advanced courses in language, literature, or civilization.

      1. Spanish Middle Age and Golden Age, and Spanish-American colonial literature: (Span 366, 421, 422, 423, 424, 432).

      2. 19th and 20th century Spanish literature: (Span 323, 324, 425, 426, 427, 428, 429, 430, 431, 450).

      3. 19th and 20th century Spanish-American literature: (Span 362, 363, 364, 365, 367, 370, 450, 461, 462, 463, 464, 465).

All 300 and 400 level courses are conducted in Spanish. In general, advanced level courses are offered in alternate years.

Spanish majors who are also participating in the Latin American Studies Program may, with departmental approval, substitute two courses in the Latin American Studies Program for two Spanish Department courses.

Students participating in the departmental translation program may count three credits earned in each course (Span 306, 307—previously 271, 273) toward fulfilling major requirements.

The Minor

The minor in Spanish has the following requirements: Intermediate proficiency (Span D201-D202 or equivalent) plus five advanced courses (300 level or higher) to be chosen as follows: Span 301 or 302 (Advanced Composition and Conversation), or 309 (Composition for Native Speakers); Span 351 (Survey of Spanish Literature) and Span 352 (Survey of Spanish-American Literature) or Span 310 (Spanish Civilization) and Span 361 (Spanish-American Civilization); and two advanced courses in language, civilization or literature.

Honors

To graduate with departmental honors, the Spanish major must:

1. Attain at least a 3.5 grade point average in major courses and a 3.0 cumulative grade point average;

2. Write an honors thesis under the supervision of a teaching member of the department; and

3. Make an oral defense of the thesis in which the candidate will be asked questions in the general area of his/her written work. The honors thesis and oral defense will be evaluated by a departmental Honors Committee.

Program in Translation

A certificate in Spanish-English Translation, offered in the summer, has two six week sessions, equal to four full courses (12 credits). To receive the certification, students must pass a comprehensive examination in translation given by a departmental panel to those who have successfully completed the coursework. The program is also open to non-degree-seeking students.

The Soto Prize

The Luis Emilio Soto Prize honors the memory of the late University professor of Spanish, and is awarded annually to the senior Spanish major who best reflects Professor Soto's humanistic qualities and devotion to intellectual life at the University.

Transfer Credit Policy

A maximum of five courses (15 credits) may be accepted for the Spanish major.

Span D101 Elementary Spanish I
Staff
For students with no creditable training in Spanish. An intensive study of the four language skills based on an audio-lingual approach.
Core Area: Foreign Languages.
4 Lect Hrs, 1 Lab Hr
4 Credits

Span D102 Elementary Spanish II
Staff
A continuation of Spanish D101. An intensive study of the four language skills based on an audio-lingual approach.
Prerequisite: Span D101 or equivalent.
Core Area: Foreign Languages.
4 Lect Hrs, 1 Lab Hr
4 Credits

Spanish and Portuguese

Span D103 Intensive Elementary Spanish
Staff
An intensive study of the four language skills for those who wish to do a full year of elementary Spanish in one semester. May be taken for credit by students who have studied two years in high school and wish to start over.
Core Area: Foreign Languages.
8 Lect Hrs, 2 Lab Hrs
8 Credits

Span D105 Basic Spanish for Communication I
Staff
A practical approach to the study of the Spanish language: basic grammar in the context of the material presented, which will focus on the vocabulary used in such areas as business and finance, medical and hospital terminology, and oral communication in general. Intensive practice in the four language skills with an audio-lingual approach.
4 Lect Hrs
4 Credits

Span D106 Basic Spanish for Communication II
Staff
A continuation of Span D105.
Prerequisite: Spanish D105
4 Lect Hrs
4 Credits

Span D107 Basic Spanish for Communication
Staff
An intensive course designed to approach the language from a practical point of view. Basic grammar will be studied in the context of the material presented. This material will focus on vocabulary in three different areas: business and finance, medical and hospital terminology and oral communication in general. The course will cover material equivalent to two semesters of Spanish with practice in the four language skills, understanding, reading, writing, and speaking. Note: this course is to be offered during the summer session. Students may not take both D107 and D105-106.
8 Lect Hrs
8 Credits

Span C135 Anglo-American Images of Latin America
Ms Estow
The course explores some of the ways in which Anglo-American perceptions of Spanish and Portuguese America took shape. The exploration focuses mainly on nineteenth and twentieth century Anglo-American writing aimed at the general public, with some selections from related political, social, and economic commentary. There is also discussion of popular cultural figures who came to personify Latin America for many Anglo-Americans through film, music, and art.
Core Area: Historical and Cultural Studies.
3 Lect and Disc Hrs
3 Credits

Span D201 Intermediate Spanish I
Staff
An oral and written review and further study of the language skills with readings in Spanish and Spanish-American literature and culture.
Prerequisite: Span D102 or equivalent.
Core Area: Foreign Languages.
3 Lect Hrs, 1 Lab Hr
3 Credits

Span D202 Intermediate Spanish II
Staff
A continuation of Spanish D201.
Prerequisite: Span D201 or equivalent.
Core Area: Foreign Languages.
3 Lect Hrs, 1 Lab Hr
3 Credits

Span D205 Intensive Intermediate Spanish
Staff
A continuation of Span D103 for those who wish to do a full year of intermediate Spanish in one semester. Students who have passed Span D103 will have priority, but the course may be taken by anyone eligible for Span D205 if there is room.
Prerequisite: Span D102 or equivalent.
Core Area: Foreign Languages.
8 Lect Hrs
6 Credits

Span E261 Modern Latin American Literature in Translation
Mr Ryan, Ms Walia
Works of some of the outstanding Latin-American writers of the 19th and 20th centuries. No knowledge of Spanish required. No Spanish major credit. Fulfills a requirement for Latin American Studies Program.
Core Area: The Arts.
3 Lect Hrs
3 Credits

Span 262 Hispanic Masterpieces in Translation
Mr Ryan, Ms Walia
Major literary works of Spain and Spanish America. No knowledge of Spanish required. No Spanish major credit. Fulfills a requirement for Latin American Studies Program.
Core Area: The Arts.
3 Lect Hrs
3 Credits

Span 263 Hispanic Masterpieces in Translation
Mr Ryan, Ms Walia
A continuation of Span 262. Major literary works of Spain and Spanish America. No Spanish major credit. No knowledge of Spanish required. Fulfills a requirement for Latin American Studies Program.
3 Lect Hrs
3 Credits

Span 300 Spanish Pronunciation and Intonation
Staff
Designed to provide training in the pronunciation, enunciation and intonation of Spanish. Intensive practice in the classroom and the language laboratory based on selected literary texts.
1 Lect Hrs, 1 Lab Hr
1 Credit

Span 301 Advanced Composition and Conversation
Staff
Designed to provide practical training in oral and written expression to students with intermediate proficiency in Spanish. Recommended to students who wish to practice and improve their ability to communicate in Spanish. Weekly themes and frequent oral reports. Not open to students whose first language is Spanish.
Prerequisite: Span D202 or equivalent.
3 Lect Hrs
3 Credits

Span 302 Advanced Composition and Conversation
Staff
A continuation of Span 301, using more advanced materials. May be taken as a second-semester sequel to Span 301 or by itself. Themes and frequent oral reports. Not open to students whose first language is Spanish.
Prerequisite: Span D202 or equivalent.
3 Lect Hrs
3 Credits

Span 304 Language Arts
Ms Torrego
Introduction to applied linguistics and detailed study of Spanish phonology, morphology and syntax. Special attention to the mechanisms of interference in the case of English-speaking learners of Spanish.
Prerequisite: Span D202 or equivalent.
3 Lect Hrs
3 Credits

Spanish and Portuguese

Span 305 Problems of Syntax in Reading and Writing
Mr Ryan
An in-depth study of particular problems of Spanish syntax which are not presented fully in elementary or review grammars. Particular attention is directed to word order, relative clauses, prepositional phrases, and the reflexive as a substitute for the passive and object pronouns; that is, problems which frequently cause misunderstanding in reading and difficulties in self-expression.
Prerequisite: Span D202 or equivalent.
3 Lect Hrs
3 Credits

Span 306 Introduction to the Techniques of Translation
Ms Torrego
Development of the basic techniques and skills needed for translation. Emphasis on translation into the native language with some practice in the opposite direction. Methods of contrastive linguistics to analyze pertinent aspects of language structure, involving syntax, vocabulary and style, are employed. Material for this course is taken from published translations of both literary and non-literary character. Students are given ample opportunity to apply these techniques through a series of translation assignments, which form the basis for class discussion.
6 Lect Hrs
6 Credits

Span 307 Advanced Translation
Ms Torrego
Practice in translating a variety of genres and styles, both literary and non-literary, e.g., passages from cultural material, short stories and essays; government documents; scientific, commercial and technical prose. Emphasis is on translating into the native language, but considerable practice is given in translating material in the commercial and human service fields from the native to the non-native language. Literary material is taken from various periods to make students aware of historical changes in vocabulary, syntax, tone, and style.
Prerequisite: Span 306.
6 Lect Hrs
6 Credits

Span 308 History of the Spanish Language
Ms Torrego
An overview of the major linguistic changes from Latin to modern Spanish with emphasis on Hispano-American Spanish vs modern Castilian.
Prerequisite: Span D202 or equivalent.
3 Lect Hrs
3 Credits

Span 309 Spanish Composition for Native Speakers
Mr Barradas
Open only to Spanish-speaking students. Techniques in writing, problems of written Spanish, and style and correctness. Exercises in different kinds of composition.
3 Lect Hrs
3 Credits

Span 310 Spanish Civilization
Ms Estow
Studies in Spanish history, thought, and the arts as a background for literature.
Prerequisite: Span D202 or equivalent.
3 Lect Hrs
3 Credits

Span 312 Commercial Spanish
Ms Walia
Commercial Spanish with an introductory legal component. Advanced course in the language of Latin American and Spanish commerce including a legal terminology component. Vocabulary, idioms, proper usage, and exercises in the forms of resume writing, business correspondence, advertising, banking and finance, foreign trade and investments, commercial law, and an introduction to legal terminology for paralegal personnel. Open to students with a good command of oral and written Spanish.
Prerequisite: Span 301 or 309 or permission of instructor.
3 Lect Hrs
3 Credits

Span 313 Spanish Phonology
Staff
A detailed study of the sound system of Spanish. Includes an overview of phonological theories as well as intensive practice in areas such as intonation and stress.
Prerequisite: Span D202 or equivalent.
3 Lect Hrs
3 Credits

Span 315 Readings in Hispanic Literature
Staff
Selected readings in Hispanic literature.
Prerequisite: Span D202 or equivalent.
3 Lect Hrs
3 Credits

Span 323 The Short Story in Spanish Literature
Ms Osorio
Historical development of the short story in Spanish literature from its origins to the present. Emphasis on 19th and 20th centuries.
Prerequisite: Span D202 or equivalent.
3 Lect Hrs
3 Credits

Span 324 Women in Spanish Literature
Ms Osorio
The changing image of women throughout the centuries.
Prerequisite: Span D202 or equivalent.
3 Lect Hrs
3 Credits

Span 350 Literary Arts
Mr Ryan
Introduction to literary studies; textual analysis of representative selections from major literary movements and periods, using the terminology of literary criticism and the perspectives of literary history. Practice in literary analysis.
Prerequisite: Span D202 or equivalent.
3 Lect Hrs
3 Credits

Span 351 Survey of Spanish Literature
Staff
A general introductory course in the history of Spanish literature from the Middle Ages to the 18th century. Selected readings from *Cantar de Mío Cid, El Conde Lucanor, El Libro de buen amor, La Celestina, El Lazarillo de Tormes*, Santa Teresa, Cervantes, Lope de Vega, Góngora, Quevedo, Calderón, and others.
Prerequisite: Span D202 or equivalent.
3 Lect Hrs
3 Credits

Span 352 Survey of Spanish-American Literature
Staff
A general introductory course on the history of Latin American literature from Pre-Columbian times to the 19th century. Selected readings by Columbus, Garcilaso de la Vega, Sor Juana Inés de la Cruz, Bolívar, Hernández, and Sarmiento.
Prerequisite: Span D202 or equivalent.
3 Lect Hrs
3 Credits

Spanish and Portuguese

Span 353 The Hispanic Character as Portrayed in Literature
Mr Ryan
Readings in Spanish and Spanish-American literature illustrating the Spanish character and its interaction with indigenous or Creole cultures of Spanish America.
Prerequisite: Span D202 or equivalent.
3 Lect Hrs
3 Credits

Span 361 Spanish-American Civilization
Ms Estow
Major aspects of the cultural evolution of the Spanish-American countries from pre-Hispanic days to the present. Fulfills a requirement for Latin American Studies Program.
Prerequisite: Span D202 or equivalent.
3 Lect Hrs
3 Credits

Span 362 Spanish-American Short Story
Mr Barradas
A survey of the development of the short story in Spanish-American literature with special attention to the most representative 20th century short story writers. Fulfills a requirement for Latin American Studies Program.
Prerequisite: Span D202 or equivalent.
3 Lect Hrs
3 Credits

Span 363 Spanish-American Theatre
Mr Barradas
A panoramic view of Spanish-American theatre from its origins in the Colonial period to the present.
Prerequisite: Span D202 or equivalent.
3 Lect Hrs
3 Credits

Span 364 Spanish-American Essay
Mr Barradas, Ms Walia
Selected readings from the works of the major essayists of the 19th and 20th centuries. Fulfills a requirement for Latin American Studies Program.
Prerequisite: Span D202 or equivalent.
3 Lect Hrs
3 Credits

Span 365 The Caribbean
Mr Barradas
Literature and culture of the Caribbean with special attention to Puerto Rico. Fulfills a requirement for Latin American Studies Program.
Prerequisite: Span D202 or equivalent.
3 Lect Hrs
3 Credits

Span 366 Spanish-American Colonial Literature
Ms Walia
A survey of the literature of the Spanish colonies, focusing on its outstanding figures—Inca Garcilaso, Sor Juana Inés de la Cruz—as well as the literature of the Independence Movement. Fulfills a requirement for Latin American Studies Program.
Prerequisite: Span D202 or equivalent.
3 Lect Hrs
3 Credits

Span 367 Literature of the Hispanic People in the U.S.
Mr Barradas
This course will study, chronologically, some of the most important literary works of the Spanish-speaking people living in the United States as a way of understanding their particular social and historical problems. Fulfills a requirement for Latin American Studies Program.
3 Lect Hrs
3 Credits

Span 370 Argentina: A Cultural Study
Mr Navas-Ruiz
This course, based primarily on documentary, historical and literary works, is a cultural interpretation of Argentina. The aim is to understand the ideas and circumstances which have contributed to changing the country and to giving it some characteristic features within the Spanish-American civilization. Readings include works by Concolorcorvo, Darwin Sarmiento, Alberdi, Echeverría, Hudson, Mansilla, Hernández, Ingenierios, Lugones, Rojas, and Borges. Fulfills a requirement for Latin American Studies Program.
Prerequisite: Span D202 or equivalent.
3 Lect Hrs
3 Credits

Span 406 Advanced Spanish Grammar
Ms Walia
The principal objective of this course is to give students a more profound and complete knowledge of Spanish grammar for its own sake, rather than to offer further practice in self-expression (advanced composition and conversation) or to resolve problems in reading comprehension (problems of syntax). Various methods of presenting the more complicated and difficult aspects of grammar are employed, including written translation from English to Spanish.
Prerequisite: Span D202 or equivalent.
3 Lect Hrs
3 Credits

Span 407 Rhetoric and Stylistics
Staff
A study of formal rhetoric and oral styles. Principles of argumentation. Intensive practice in formal written and oral styles, including debate.
Prerequisites: Span 301 or 309, and Span 305 or permission of instructor.
3 Lect Hrs
3 Credits

Span 408 Spanish Semantics
Staff
A study of traditional and modern theories of semantics as an introduction to two main analyses of the Spanish lexicon: a) meaning, formation, and evolution of words and semantic fields, with special attention to non-latinate and dialectical; b) features of certain classes such as semi-auxiliary verbs, causative and perception verbs, strong and weak pronouns, types of adverbs and adjectives.
Prerequisites: Span 301 or 309, and Span 305 or permission of instructor.
3 Lect Hrs
3 Credits

Span 420 Comparative Syntax
Ms Torrego
A comparative study of Spanish-English syntax.
Prerequisite: Span D202 or equivalent.
3 Lect Hrs
3 Credits

Span 421 Spanish Literature Before 1500
Ms Estow, Mr Ryan,
Ms Sánchez-Arce
Readings from *El Cid* through *La Celestina*, including such works as *Libro de Buen Amor, El Conde Lucanor,* romances, and the poetry of Jorge Manrique and others.
Prerequisite: Span D202 or equivalent.
3 Lect Hrs
3 Credits

Span 422 Golden Age Poetry
Ms Sánchez-Arce
Selections from Garcilaso, Herrera, Fray Luis de León, San Juan de la Cruz, Lope deVega, Góngora, Quevedo.
Prerequisite: Span D202 or equivalent.
3 Lect Hrs
3 Credits

Span 423 Golden Age Prose
Ms Sánchez-Arce
Readings of various forms of Spanish prose of the 16th and 17th centuries including picaresque, pastoral, and Moorish novels, and important works of moralists, mystics and satirists such as Fray Luis de León, Santa Teresa, Quevedo, Gracián and others.
Prerequisite: Span D202 or equivalent.
3 Lect Hrs
3 Credits

Span 424 Golden Age Theatre
Ms Sánchez-Arce
Outstanding dramatists of the 16th and 17th centuries: Lope de Vega, Mira de Amescua, Tirso de Molina, Ruiz de Alarcón, Calderón de la Barca.
Prerequisite: Span D202 or equivalent.
3 Lect Hrs
3 Credits

Spanish and Portuguese

Span 425 Spanish Romanticism
Mr Navas-Ruiz
A study of Spanish romantic literature from 1812 to 1850. Stresses the relationship between the emerging liberal regime and the romantic literary production as it contributed fundamentally to the shaping of present day Spain. Authors included are Larra, Martínez de la Rosa, Espronceda, Duque de Rivas, Zorrilla, Bécquer. Samples of *Costumbrismo* and other minor genres are discussed.
Prerequisite: Span D202 or equivalent.
3 Lect Hrs
3 Credits

Span 426 Spanish Realism
Mr Navas-Ruiz, Mr Ryan
Follows the evolution of Spanish literature through the second half of the 19th century as a witness to the ideals and failures of the bourgeois society. Realism and naturalism as literary movements are thoroughly studied. Authors included are Fernán Caballero, Alarcón, Valera, Pardo Bazán, Pereda, Campoamor, Galdós, and Clarín.
Prerequisite: Span D202 or equivalent.
3 Lect Hrs
3 Credits

Span 427 The Generation of 1898
Ms Osorio
Literary and intellectual trends of the generation of 1898. Selected readings from Ganivet, Unamuno, Azorín, Baroja, Valle-Inclán, Machado, and others.
Prerequisite: Span D202 or equivalent.
3 Lect Hrs
3 Credits

Span 428 20th Century Spanish Fiction
Ms Osorio, Mr Ryan
Selected readings from the major novelists and short story writers of the 20th century. Authors included are: Unamuno, Baroja, Miró, Pérez de Ayala, Sender, F Ayala, Cela, Goytisolo, AM Matute and others of the post-Civil War period.
Prerequisite: Span D202 or equivalent.
3 Lect Hrs
3 Credits

Span 429 20th Century Spanish Poetry
Staff
Selected readings from the major poets of the 20th century. Authors included are Machado, J R Jiménez, the generation of 1927 and others of the post-Civil War period.
Prerequisite: Span D202 or equivalent.
3 Lect Hrs
3 Credits

Span 430 20th Century Spanish Theatre
Ms Osorio
Selected readings of the major dramatists of the 20th century. Authors included are: Benavente, Valle-Inclán, Garcia Lorca, R Alberti, Buero Vallejo, Sastre and others of the post-Civil War period.
Prerequisite: Span D202 or equivalent.
3 Lect Hrs
3 Credits

Span 431 20th Century Spanish Essay
Mr Navas-Ruis
A study of the Spanish philosophical, historical, literary, and political essay through the 20th century, and its relation to local and universal circumstances. The course focuses on certain main subjects as seen by individual writers: contemporary society, conceptions of history, problems of Spain, and the nature of literary creation. Authors included are Unamuno, Ortega y Gasset, Marañón, Castro, Azaña, d'Ors, Menéndez, Pidal, and Madariaga.
Prerequisite: Span D202 or equivalent.
3 Lect Hrs
3 Credits

Span 432 Don Quixote
Mr Ryan
A critical analysis of Spain's masterpiece.
Prerequisite: Span D202 or equivalent.
3 Lect Hrs
3 Credits

Span 450 Major Writers in Hispanic Literature
Staff
A study of the works of one outstanding Spanish or Spanish-American writer. The author will be chosen from such writers as Ana Maria Matute, Galdos, Unamuno, Dario, Neruda, Garcia Marquez, Garcia Lorca.
Prerequisite: Span D202 or equivalent.
3 Lect Hrs
3 Credits

Span 461 19th Century Spanish-American Literature
Ms Walia
A study of the romantic and realistic literature of Spanish America with emphasis on the Gaucho literature. Fulfills a requirement for Latin American Studies Program.
Prerequisite: Span D202 or equivalent.
3 Lect Hrs
3 Credits

Span 462 Spanish-American Modernism
Mr Navas-Ruiz
A study of the Spanish-American Modernist Movement (1875-1910) with attention to both prose and poetry. Although mainly an aesthetic movement, it contains also the seeds of a new Spanish-American consciousness based on the perception of the specific reality of *Mundonovismo*, on the opposition to the United States and on the need for a more just social order. Authors included are Gonzalez, Prada, Martí, Silva, Rubén Darío, Rodó, Larreta, Lugones, Nervo, and Herrera y Reissig. Fulfills a requirement for Latin American Studies Program.
Prerequisite: Span D202 or equivalent.
3 Lect Hrs
3 Credits

Span 463 Modern Spanish-American Fiction
Mr Navas-Ruiz
Concentrates on the development of modern Spanish-American fiction between approximately 1910 and 1945. Special attention is paid to the fiction of the Mexican Revolution and the so-called *Criollista* novel as a way to introduce some of the most pressing problems of the Spanish-American society: Indians and peasants, dictatorship, economic exploitation, revolt and repression, and the brutality of both nature and humanity. Authors included are Gallegos, Azuela, Icaza, Quadra, Rivera, Guiraldes, Quiroga, and Arguedas. Fulfills a requirement for Latin American Studies Program.
Prerequisite: Span D202 or equivalent.
3 Lect Hrs
3 Credits

Span 464 Contemporary Spanish-American Fiction
Mr Navas-Ruiz
A study of contemporary Spanish-American fiction from about 1945 to the present. Focuses on such movements as avant-garde, magic realism, metaphysical fantasy, the "boom," and social realism (which have made Spanish-American fiction one of the most widely read and discussed all over the world). Authors included are Asturias, Borges, Sábato, Mallea, Onetti, Cortázar, García Márquez, Fuentes, Rulfo, Carpentier, Vargas Llosa, Puig, Lezama Lima, and Sarduy. Fulfills a requirement for Latin American Studies Program.
Prerequisite: Span D202 or equivalent.
3 Lect Hrs
3 Credits

Spanish and Portuguese

Span 465 Contemporary Spanish-American Poetry
Mr Navas-Ruiz
Follows the evolution of Spanish-American poetry through the 20th century from the modernist movement up to the present. Pays attention to the outstanding group of women poets formed by Mistral, Storni, Ibarbourou and Agustini; to the black poetry of Guillén and Pales Matos; and to avant-garde poetry in general, including that of Neruda and Paz. Fulfills a requirement for Latin American Studies Program.
Prerequisite: D202 or equivalent.
3 Lect Hrs
3 Credits

Span 478 Independent Study
Staff
For majors who wish to study a special subject not covered in our regular courses. The student must present his/her idea to a professor of the department. A detailed plan of study including a list of readings, scheduled consultations, and a statement about examinations and/or required papers must then be presented by the professor for departmental approval. May be taken only once except where special permission is granted by the department.
Prerequisite: Span D202 or equivalent.
Hrs by arrangement
3 Credits

Span 479 Independent Study
Staff
Under very special circumstances, the department may grant special permission to a major to take a second course of independent study, following the procedures outlined for Span 478.
Prerequisite: Span D202 or equivalent.
Hrs by arrangement
3 Credits

Span 480 Studies in Hispanic Literature
Staff
Special topics or individual authors; topics vary from year to year.
3 Lect Hrs
3 Credits

Span 481 Senior Seminar
Staff
Guided research projects in Spanish or Spanish-American literature. Students are admitted to the seminar upon recommendation of the supervising professor and with permission of the department.
Prerequisite: Senior standing.
3 Lect Hrs
3 Credits

Span 491 Honors Thesis
Staff
A paper written under the supervision of a member of the Spanish Department and with permission of the department. See requirements under "Honors."
Prerequisite: At least two advanced literature courses beyond Span 350 and 351.
Hrs by arrangement
3 Credits

Port D101 Elementary Portuguese I
Ms Slover
Acquisition of basic skills in comprehending, speaking, reading and writing using the audio-lingual approach.
Core Area: Foreign Languages.
4 Lect Hrs, 1 Lab Hr
4 Credits

Port D102 Elementary Portuguese II
Ms Slover
A continuation of Port D101. Acquisition of basic skills in comprehending, speaking, reading and writing using the audio-lingual approach.
Prerequisite: Port D101 or equivalent.
Core Area: Foreign Languages.
4 Lect Hrs, 1 Lab Hr
4 Credits

Port D201 Intermediate Portuguese I
Ms Slover
Further development of language skills, with readings in Portuguese and Brazilian literature and civilization.
Prerequisite: Port D102 or equivalent.
Core Area: Foreign Languages.
3 Lect Hrs, 1 Lab Hr
3 Credits

Port D202 Intermediate Portuguese II
Ms Slover
A continuation of Port D201. Further development of language skills, with readings in Portuguese and Brazilian literature and civilization.
Prerequisite: Port D201 or equivalent.
Core Area: Foreign Languages.
3 Lect Hrs, 1 Lab Hr
3 Credits

Port 304 Advanced Portuguese
Ms Slover
Intensive work in conversation and composition, and mastery of these skills.
Prerequisite: Port D202 or equivalent.
3 Lect Hrs
3 Credits

Port 315 Modern Brazilian Literature
Staff
Twentieth century Brazilian literature from modernism to the present day. Conducted in Portuguese. Fulfills a requirement for Latin American Studies Program.
Prerequisite: Port D202 or equivalent.
3 Lect Hrs
3 Credits

Port 320 19th Century Portuguese Literature
Staff
Readings from Garrett, Camilo, Antero de Quental, Julio Diniz, and Eça de Queiroz. Discussion of the literary characteristics of Portuguese Romanticism and Realism, as well as the political movements with which they were associated. Conducted in Portuguese.
Prerequisite: Port D202 or equivalent.
3 Lect Hrs
3 Credits

Port 321 Twentieth Century Portuguese Literature
Staff
A selection of prose fiction and poetry from the most important literary movements of the century—*saudosismo, Presença,* social realism, and personalism. Discussion of the stylistic strategies developed especially in the fifties and sixties to counter institutional censorship. Conducted in Portuguese.
Prerequisite: Port D202 or equivalent.
3 Lect Hrs
3 Credits

Port 375 Brazilian Civilization
Ms Slover
A general survey of Brazil, tracing the evolution of cultural, economic, political, and social structures from colonial times to the present. The course discusses the distinctions and similarities in the development of Portuguese America and Spanish America. Readings include historical source material, novels, and modern studies on Brazil. Conducted in English. Fulfills a requirement for Latin American Studies Program.
3 Lect Hrs
3 Credits

Port 479 Independent Study
For majors who wish to study a special subject not covered in our regular courses. The student must present his or her idea to a professor in the department. A detailed plan of study including a list of readings, scheduled consultations, and a statement about examinations and/or required papers must then be presented by the professor for departmental approval. May be taken only once except where special permission is granted by the department.
Prerequisite: Port D202 or equivalent.
Hrs by arrangement
3 Credits

Port 480 Studies in Luso-Brazilian Literature
Ms Slover
Special topics or individual authors; topics vary from year to year.
Prerequisite: Port D202 or equivalent.
3 Lect Hrs
3 Credits

Technical Writing (Computer Science) Program

Director

Norma Kroll, Lecturer

The Program

The work of technical writers is to translate scientific research into clear, correct, unambiguous English. Computer manufacturers in metropolitan Boston are hiring college graduates simply to write manuals on how to use their programming languages and hardware. The Program in Technical Writing (Computer Science) prepares students for these careers by linking the Department of English offerings in expository writing with courses from the Department of Mathematics and Computer Science Minor Certificate Program in Computer Science and with an internship in the industry.

Requirements

Admission

To be eligible to apply for the program, students must be working toward the BA or BS degree in any department* and must submit for evaluation two five-page essays from college courses. The level of writing needed for the program is "professional" in quality, higher than that required by the CAS Writing Proficiency Examination.

*The program is also open to non-degree-seeking students. Please consult the director for further information.

Courses

Students admitted to the program are required to take Eng 306 (Advanced Composition) and three courses in the Computer Science Minor Certificate Program: Math D137, D138, and 267. When the student is close to completing this requirement, he or she will be offered an internship at a computer firm, which will give three hours of pass/fail credit for at least ten hours of weekly work on the job and an on-campus seminar once every other week. In the internship, students will work on actual technical writing assignments, and will be supervised in the same manner as new employees. The internship will allow students to adapt their training in writing and computer science to the conditions of a job: the pressures of deadlines, the requirements of clients or supervisors, and above all, the indeterminacies of new and complex information.

Transfer Credit Policy

Students should consult the program director to request credit for appropriate courses taken at other institutions.

Information

For further information, students should consult the English department.

Department of Theatre Arts

Faculty

Louis E Roberts, Associate Professor and Chairperson; Associate Professor Robert R Evans; Assistant Professors Leonid Chechelnitsky, Drew Francis, Susan McGinley; Lecturers David Fox, Tim McDonough, Anne Tolbert

The Department

The Theatre Arts Department at UMass/Boston introduces students to the lively art of theatre in all its myriad forms. It provides sufficient knowledge, ability, and experience for graduates to pursue further study or training, to enter the expanding world of regional theatre, to teach and direct theatre in schools, and to become active members of the theatre community.

Special interest clusters within the program are available in the areas of dramatic literature and criticism, performance (acting and directing), design and technical theatre, and writing for the theatre.

Requirements

The Major

Required courses for a major in theatre arts include:
ThrArt E111 (Traditions in Western Drama)
ThrArt 123 (Stagecraft I) *or*
ThrArt 223 (Stagecraft II)
ThrArt 235 (Introduction to Directing I) *or*
ThrArt 236 (Introduction to Acting I)
ThrArt 230 (Workshop in Drama) (2)
Two courses in dramatic literature offered by the Theatre Arts Department; two courses in dramatic literature offered by other departments; two advanced courses in the Theatre Arts Department (300-level or above).

In all, a minimum of eleven semester courses in theatre arts is required for graduation.

The Minor

Required courses include:

1. One course from among the following:
   ThrArt E111 (Traditions of Western Drama)
   ThrArt 121 (Styles/Techniques of Comedy)
   ThrArt 122 (Styles/Techniques of Tragedy)
2. One course from among the following:
   ThrArt 123 (Stagecraft)
   ThrArt 125 (Speech/Movement)
   ThrArt 126 (Speech/Oral Interpretation)
   ThrArt 235 (Introduction to Directing I)
   ThrArt 236 (Introduction to Acting I)
   ThrArt 250 (Introduction to Playwriting)
   ThrArt 260 (Introduction to Scene Design)
   ThrArt 261 (Introduction to Costume Design)
3. ThrArt 226 (Play Reading)
4. ThrArt 230 (Workshop in Drama)

5.&6. Two courses at the 300-400 level;

In all, a total of six courses in the Theatre Arts Department.

Honors

Majors who have shown extraordinary ability and accomplishment, and who have a minimum 3.0 cumulative average and a 3.5 in Theatre Arts, have the opportunity to do an Honors Project in ThrArt 479. Students should apply in the second semester of their junior year. The Honors Project must be approved by the Honors Committee of the department and must reflect a high level of competency in an area of theatre arts of particular interest to the student. It might take the form of a research paper on theatre history, a design project, an original play, or an extended work of dramatic analysis or criticism. The student will make a formal presentation and defense of the completed project before the Honors Committee. Honors in Theatre Arts will be awarded by the Honors Committee on the basis of overall academic performance and the work done on the Honors Project.

Transfer Credit Policy

At least six courses must be taken within the department at UMass/Boston. Students wishing to transfer credit should consult with the department.

Special Programs

Nantucket Program

In addition to courses offered in the Summer Session at the Downtown Center and Harbor Campuses, the Theatre Arts Department offers the equivalent of a full semester's credit in special courses and programs on Nantucket Island during July and August. Each summer the program focuses on a particular area of theatre and is designed to expand upon and enhance the department's regular offerings.

Internship Program

On occasion, qualified upper class students may receive academic credit for work in theatre outside the University. Consult catalog listing under "ThrArt 435 (Internship Program)."

Creative Writing Program

The Theatre Arts Department participates with the English Department in a Creative Writing program open to degree and non-degree students. Theatre arts courses in writing for the stage, screen, and television are included in this program.

ThrArt E111 Traditions of Western Drama
Mr Evans, Mr Roberts
The intellectual content, designs, and techniques of the drama of the Western world, from the classic Greek to the contemporary European and American theatres. Emphasis on the cultural environment of each major period and locale of the drama in relation to the theatre and its public.
Core Area: The Arts.
3 Lect Hrs
3 Credits

ThrArt C130 Understanding Dance
Staff
The study of contemporary dance as an art form. The various points of view about dance among the major dance artists of this century including Duncan, Nijinsky, Graham, Tharp and Balanchine among others. The ways choreographies deal with the materials of dance: choreography as a craft considering elements of space, time, weight, and design. Some issues common to all the arts. Lectures, slides, films, readings, discussion, writing and class studio practice will focus on ways of looking at dance as well as developing a critical perspective on it.
Core Area: The Arts.
3 Credits

Theatre Arts

ThrArt 121 The Styles and Techniques of Comedy
Staff
A study of the comic form, emphasizing the differing styles, techniques, motivations, and degrees of effectiveness of various exemplary comic playwrights, particularly in relation to their audiences, actors, and theatre architectures.
3 Lect Hrs
3 Credits

ThrArt 122 The Styles and Techniques of Tragedy
Staff
The evolution of the tragic form, emphasizing the differing styles, techniques, motivations and degrees of effectiveness of various exemplary tragic playwrights, particularly in relation to their audiences, actors, and theatre architectures.
3 Lect Hrs
3 Credits

ThrArt 123 Stagecraft I
Mr Chechelnitsky
An introduction to and exploration of stage facilities and skills, emphasizing skill-development in the uses and choice of tools. Materials and procedures necessary for scenic and property execution; includes lab work in department productions.
3 Lect Hrs
3 Credits

ThrArt 125 Speech and Movement
Ms McGinley, Staff
Basics of voice-training, diction-improvement, diaphragmatic breathing, movement work for the stage; characterization-movement and movement to develop stage presence.
3 Lect Hrs
3 Credits

ThrArt 126 Speech and Oral Interpretation
Mr Evans, Staff
Study of principles of speech and oral interpretation, emphasizing the analysis, preparation, and oral presentation of literary materials.
3 Lect Hrs
3 Credits

ThrArt 200 Musical Theatre
Ms McGinley
An introduction to styles, kinds, and techniques of performance in musical theatre, from early mime through commedia dell'arte, opera and operetta, and modern musical comedy. Vocal and movement training, scene work and musical numbers developed, as well as semester projects of musical performances.
3 Lab/Lect Hrs
3 Credits

ThrArt 212 Theatre of Social Protest
Mr Roberts
Historical survey of the use of the theatre to challenge the values of society. The techniques of staging used in different periods to reveal conflict in society, to dramatize contemporary issues, and to influence public opinion.
3 Lect Hrs
3 Credits

ThrArt 213 American Theatre Before O'Neill
Mr Evans, Mr Roberts
A survey of American drama from before the revolution until the advent of O'Neill on Broadway in 1920. Emphasis is placed upon the relation of individual plays to American theatrical, political, and social history.
3 Lect Hrs
3 Credits

ThrArt 214 American Theatre Since O'Neill
Mr Evans, Mr Roberts
The rise and decline of the great period in American playwriting and production. Emphasis on the Broadway theatre as a mirror-image of the ideas and events of American contemporary history since World War I.
3 Lect Hrs
3 Credits

ThrArt 215 Mid-Twentieth Century Drama
Mr Evans, Mr Roberts
The ideas, values, and techniques of the contemporary theatre as reflected in modern styles of stage production.
3 Lect Hrs
3 Credits

ThrArt 216 Elizabethan Stage
Mr Roberts
Study of Elizabethan stage techniques as revealed in plays by Marlowe, Shakespeare, Jonson and Webster.
3 Lect Hrs
3 Credits

ThrArt 218 Modern European Drama
Mr Evans, Mr Roberts
A study of late 19th, early 20th century theatre in Europe that marked the beginning of naturalistic, realistic, and symbolic drama, and created a revolution in directorial, scenic, and performance techniques. Plays are presented as scripts to be produced. Students create production books integrating all facets of theatrical expression.
3 Lect Hrs
3 Credits

ThrArt 220 Black Theatre In America
Staff
An exploration of the history of black theatre from its beginnings to the present, as related to and reflective of American society. An extension of the historical understanding of theatre related to society; a study of an artistic tradition influencing American theatre practices.
3 Lect Hrs
3 Credits

ThrArt 223 Stagecraft II
Mr Chechelnitsky
A study of the tools, equipment, and procedures necessary in theatrical graphics, lighting and sound production. Includes lab work in department productions and individual projects.
3 Lect Hrs
3 Credits

ThrArt 224 Play Production I
Ms McGinley
A study of the process of producing a theatrical event, emphasizing the selecting and training of the production staff, budgeting, and promotion. Lab work includes supervisory roles in department productions.
3 Lect Hrs
3 Credits

ThrArt 225 Play Production II
Ms McGinley
Further exploration of the process of producing theatre, emphasizing organization of personnel and facilities for touring and for repertory.
Prerequisite: ThrArt 123 or 224.
3 Lect Hrs
3 Credits

ThrArt 226 Play Reading
Mr Roberts
Decoding a script—interpretation of playwright's intention; director's function; designer's vision; actor's creation. Emphasis on vocal characterization in readings done by the class of a variety of plays—mostly short, some original, some unproduced.
3 Lect Hrs
3 Credits

ThrArt 230 Workshop In Drama
Ms McGinley, Mr Roberts, Mr Chechelnitsky
This course culminates in a fully staged, fully mounted production. It is also designed to study the connection between the text and the performance of a play. Attention is given to the playwright, to the time, and to the production history. Production is presented to the University and general community. Note: ThrArt 230 must be repeated (for credit) by theatre arts majors. Other students need not repeat the course.
3 Lect Hrs, 3 Lab Hrs
4 Credits

Theatre Arts

ThrArt 232 Modern Dance Theatre Workshop
Staff
Different colors, textures, rhythms, and images expressed in body movement. The final project is a movement-dance-theatre piece incorporating all the techniques experienced in class.
3 Lect Hrs, 3 Lab Hrs
3 Credits

ThrArt 234 New Theatre Strategies
Mr Roberts and Staff
Works in a new theatrical direction: the evolution of a theatre piece from a theme or group of themes rather than from a script. Students are involved in all aspects of the collective process of formulating drama from the interaction of a group. Structured and directed by the instructor.
2 Lect Hrs, 2 Lab Hrs
3 Credits

ThrArt 235 Introduction to Directing I
Mr Chechelnitsky,
Ms McGinley
The director as creator of the vision of the whole play and all its elements: acting, lighting, stage design, styles of theatre, script breakdown, production notebook, slow, careful work in directing small scenes.
3 Lect Hrs
3 Credits

ThrArt 236 Introduction to Acting I
Ms McGinley, Mr Roberts
Dramatic form as required in acting. A survey of various styles: Greek, Elizabethan, Restoration and Modern; the actor's function, with emphasis on recently evolved methods of acting, and on preparation of scenes in class.
3 Lect Hrs
3 Credits

ThrArt 240 Women in Theatre
Staff
Plays by and about women; the history of women in theatre, supplemented by visits with women employed in the theatre. The changing role of women in society as reflected in drama and in literature.
3 Lect Hrs
3 Credits

ThrArt 245 Creative Drama for Children
Ms McGinley
Students learn creative drama techniques, learn to teach drama to children of various ages, and actually teach in the community's schools. Emphasis on expression of creative energies, bodies, voices, emotions, theatre games, rather than on mounting plays.
3 Lect Hrs
3 Credits

ThrArt 250 Introduction to Playwriting
Mr Roberts
Designed for students who are interested in the theatre, but not primarily in playwriting itself, to gain knowledge of considerations relating to the creation of a script and to the reading of scripts. Recommended for all students interested in acting and directing.
3 Lect Hrs
3 Credits

ThrArt 251 Playwriting I
Mr Roberts
Writing for the theatre, including examinations of model one-act and three-act plays by major contemporary writers; selected readings on the craft of playwriting; and the completion of an original play begun in class.
3 Lect Hrs
3 Credits

ThrArt 260 Introduction to Scene Design
Staff
Theatre as art form in cultural and popular expression—function of the designer, application of elementary scenery as given in stagecraft classes, methods of pictorial representation; survey of architectural styles as applied to stage scenery, and of historical design for the stage.
3 Lect Hrs
3 Credits

ThrArt 261 Introduction to Costume Design
Staff
The theatre as incorporation of the history of fashion and costume design. A theoretical approach to designing costumes for the theatre and film. An introduction to the uses of color, scale, and general design elements as they apply to stage costuming, qualities of fabric, basic cutting and draping, in stage costumes.
3 Lect Hrs
3 Credits

ThrArt 265 Television Production
Mr Chechelnitsky
An exploration and evaluation of techniques of television production, with particular emphasis on common industry practices.
3 Lect Hrs
3 Credits

ThrArt 275 Introduction to Screen and Television Writing
Staff
An introduction to the art and the technical aspects of writing scripts for film and television. Involves analyses of screenplays; study of screen writers past and present, the relationship between director and writer, aesthetics of film writing. Project: the completion of a full-length screenplay from first treatment (synopsis) through first and second drafts and final script.
3 Lect Hrs
3 Credits

ThrArt 300 Seminar in the Scenic Imagination
Mr Roberts and Staff
The creative principles of stage production, based on an analysis of the playscript in its relation to stage action, setting, costumes, and lighting. Study of scenic metaphor and a review of historical forms of staging, with emphasis on modern styles from naturalism to absurdism and epic theatre.
Prerequisite: Permission of instructor.
3 Lect Hrs
3 Credits

ThrArt 301 Seminar in Contemporary American Playwrights
Staff
Analysis of the art of a major living writer of the American stage; the history of the plays and their production; critical response; contribution of this body of drama to the American theatre and society. In most cases students consult with the playwright and/or those who have worked with him or her.
Prerequisite: Permission of instructor.
3 Lect Hrs
3 Credits

ThrArt 320 Shakespearean Acting
Mr Roberts
Specialized study of Shakespearean plays based on historical awareness of acting styles and techniques employed since the 16th century. Students create a broad range of characters in a variety of scenes from Shakespeare.
3 Lect Hrs
3 Credits

ThrArt 335 Introduction to Directing II
Mr Chechelnitsky and Staff
Advanced work in directing, including the mounting of scenes and one-act plays.
Prerequisite: ThrArt 235.
3 Lect Hrs
3 Credits

ThrArt 336 Introduction to Acting II
Ms McGinley and Staff
Advanced work in acting, including the mounting of scenes and one-act plays.
Prerequisite: ThrArt 236.
3 Lect Hrs
3 Credits

ThrArt 351 Playwriting II
Mr Roberts
Writing for the theatre, with emphasis on the three-act form. Students will construct a scenario and will complete a draft of an original three-act play.
Prerequisite: ThrArt 251.
3 Lect Hrs
3 Credits

Theatre Arts

ThrArt 355 Lighting Design
Mr Chechelnitsky
The principles and techniques of illumination for the stage.
3 Lect Hrs
3 Credits

ThrArt 360 Advanced Design
Staff
Advanced techniques in the scene sketch, models for scenery, interpretations of the differing styles required for plays, opera, ballet, musical comedy, etc. Sketches, ground plans, and one major design project to be executed during the term.
Prerequisite: ThrArt 260 or permission of instructor.
3 Lect Hrs
3 Credits

ThrArt 404 Advanced Directing
Ms McGinley, Mr Roberts
Advanced work on special class projects in a laboratory situation. The mounting of small scenes and plays.
Prerequisites: ThrArt 235 and 335 and permission of instructor.
3 Lect Hrs
3 Credits

ThrArt 435 Theatre Arts Internship
Staff
Designed to enable theatre arts majors to earn 6 credits for a semester's internship in communication arts or in commercial or other working theatres outside the University.
Prerequisites: Junior or senior standing as a Theatre Arts major, completion of most major requirements including workshops, and permission of instructor and chairperson.
Hrs by arrangement
6 Credits

ThrArt 436 Advanced Acting
Ms McGinley, Mr Roberts
Advanced work on selected projects with special attention to the individual actor's needs. Scenework, script breakdown, and development of a character.
Prerequisites: ThrArt 236 and 336.
3 Lect Hrs
3 Credits

ThrArt 475 Seminar for Tutors
Staff
Reading, writing, and discussion on the theoretical and practical issues involved in working as a composition tutor. Presentations, lectures, workshops, and readings cover the transactional and substantive aspects of teaching writing, particularly remediation, from a peer standpoint. All elements of the course combine to provide an intellectual framework for reflection and for articulation and synthesis of what is learned in the work experience of a tutor.
Prerequisites: Engl 102 and permission of instructor.
3 Disc Hrs
3 Credits

ThrArt 478, 479 Independent Study
Staff
Open only to a limited number of students in any one semester. Research, study and participation in theatre projects outside the classroom involving consultation with a faculty advisor. A written prospectus is required.
Prerequisites: Permission of instructor and chairperson.
Hrs by arrangement
1-3 Credits

ThrArt 481 Selected Topics
Staff
The study of different areas within the context of theatre arts preparation. Courses vary each semester and are announced during preregistration periods.
3 Lect Hrs
3 Credits

Urban Studies Program

Faculty

Murray Frank, Director

The Program

The Urban Studies Program offers students the opportunity to pursue this interest as an adjunct to their regular departmental major. According to their particular educational career goals, students may choose from 35 different courses, mainly or wholly addressed to urban issues, from thirteen CAS departments and programs. The program's curricular offerings are strongly weighted toward the study of contemporary American urban society, and of the Boston metropolitan area in particular, but the program also provides for broad historical and cross-cultural study of the world's great variety of urban forms. Urban Studies offerings permit students to familiarize themselves with the wide range of theoretical perspectives, methodologies, and substantive findings that have resulted from the investigation of cities by the various liberal arts disciplines. Through its internship program and several of its courses, the program also offers students opportunities to gain practical field experience that may further their career goals. The program is also open to non-degree-seeking students, who receive a certificate of completion.

Requirements

Introductory Course

Students are required to take Urban Studies 101 (Introduction to Urban Studies).

Electives

Students are required to take at least five courses from the approved list of urban studies electives (see below). No more than three courses may be taken from any one department.

Elective Distribution Requirement

All students must distribute their electives so that they take at least three from Group A. The remaining electives may include any from Group A or Group B (see below).

Senior Requirement

Before the end of their senior year, all students must take *either* Urban Studies 489 (Directed Senior Research in Urban Studies) *or* Urban Studies 490 (Practicum in Urban Studies).

List of Approved Electives

Group A

Anth E252 (Urban Anthropology)
Art 330 (Studies in the History of Architecture)
Econ 213 (Urban Economics)
Econ 243 (Political Economy of Black America)
Hist 376 (American Urban History)
Psych 232 (Community Psychology)
PolSci 341 (Metropolitan Politics)
PolSci 344 (Problems in Urban Politics)
Sociol E211 (The Urban Community)

Group B

AmSt 302 (Concept of Culture and Study of the City)
AmSt 303 (Charlestown)
AmSt 305 (The Immigrant Experience)
Anth 258 (Anthropology and Social Issues)
Art 254 (American Architecture)
Art 339 (20th Century Architecture)
Biol 604 (Biology of Cities)
BlkSty 320 (Problems in Urban Education)
BlkSty 410 (Black Urban Politics)
Econ 155 (Statistical Methods)
Econ 318 (Economics of State & Local Government)
Hist 379 (The U.S. in the 20th Century, 1900 to 1937)
Hist 380 (The U.S. in the 20th Century, 1937 to the Present)
Hist 395 (History of Boston)
LatAm 301 (Hispanics in Urban America)
Psych 234 (Nature of Prejudice)
Psych 237 (Community Health Care)
Psych 291 (Environmental Psychology)
Sociol 200 (Human Service Organizations)
Sociol 231 (Social Stratification)
Sociol 321 (Racial and Ethnic Relations)

Other Requirements

To successfully complete the program, students must achieve a minimum overall GPA of 2.0 in their course work.

A maximum of two courses taken Pass/Fail may be counted toward program requirements.

Transfer Credit Policy

A maximum of three transfer courses, upon evaluation and approval by the Program Committee, may be applied toward fulfillment of program requirements.

Urban Studies

Urban Studies 101 introduction to Urban Studies
Mr Feinstein
An introductory overview of the field of urban studies, focusing primarily on analysis of the character of the contemporary American city and the nature of the problems that beset it. The wider history and evolution of urbanization and urbanism are examined in relation to Western and non-Western ancient cities, the industrial revolution in Europe and in the United States, and twentieth-century Third World urbanization. The fundamental social, economic, political, and cultural features of American cities are assessed, as are the respective contributions of different urban-related disciplines to the interpretation and analysis of these features. Approximately half of the course involves a multidisciplinary consideration of selected American urban policy issues, related to such areas as housing, crime, transportation, health, race, education, and planning.
3 Lect Hrs
3 Credits

Urban Studies 480 Special Topics
Staff
Intensive study of topics in urban studies Course content and credit varies each semester and is announced during the preregistration period.
Hrs by arrangement
1-3 Credits

Urban Studies 489 Directed Senior Research in Urban Studies
Staff
A course of independent interdisciplinary research, library and/or field-based, under the supervision of urban studies faculty, centering on a problem or issue in urban studies. Enrollment limited to registrants in the CAS Urban Studies Program. Not open to students who have taken Urban Studies 490.
Prerequisites: Senior standing, and permission of instructor.
3 Lect Hrs
3 Credits

Urban Studies 490 Practicum in Urban Studies
Mr Kramer
Supervised field placement entailing work on an issue, problem, concept, or process in urban studies. Conferences with course instructor, periodic seminar meetings, and appropriate written work required. Not open to students who have taken Urban Studies 489. Under special circumstances, and with the approval of the program director, this course may be repeated once.
Prerequisites: Urban Studies 101, three other urban studies courses (see list of approved electives above), junior or senior standing, and permission of instructor.
Hrs by arrangement
3-6 Credits

Women's Studies Program

Faculty

Jean Humez, Associate Professor and Director; Associate Professors Elaine Morse, Catherine Sobota; Lecturer Ann Froines

The Program

Women's Studies is an interdisciplinary academic program offering a 21-credit program of study which is the equivalent of a minor. The Women's Studies Program is also open to non-degree-seeking students. The program includes courses for students who have a general interest in understanding how the roles of women are changing in contemporary society as well as courses designed for students undertaking intensive study in the field.

A relatively new academic field inspired by the social movement for women's equality, Women's Studies consists of research, writing, publishing, and teaching about women's lives, and rethinking ideas about gender in society. A major goal of the program is to encourage students to develop a critical understanding of the status of women. Through academic advising, internships, and independent studies, the program also provides assistance to students in developing useful skills, educational goals, and career plans.

The program's faculty and students work together to bring the history and perspectives of women of different cultures, color, and backgrounds into the courses; to learn about women's artistic, intellectual, and political accomplishments; and to integrate the new theories about women in society with the actual experience of women in community life.

The Women's Studies Program sponsors extra curricular activities including forums, workshops, and conferences. The Women's Studies Resource Center, a small reference library open to the university community, provides work-study positions for students. Students help plan the program's activities and serve on the Women's Studies Advisory Board.

Women's Studies students include women and men of different ages from a variety of backgrounds. The program values the diversity of its students and encourages both students and faculty to be critical of social stereotyping of all kinds.

Requirements and Recommendations

I. Students may enroll in the Women's Studies Program at any time during their undergraduate career. A major in Women's Studies may be designed through the individual major option in the College of Arts and Sciences. Non-degree seeking special students may also enroll in the Women's Studies Program to earn a certificate. Faculty advisors assist students to plan a course of study to suit their interests and educational goals.

II. Students pursue an interdisciplinary course of study with an emphasis in one of the following areas:

   A. *Gender in Society* (Social and Behavioral Sciences emphasis);

   B. *Women in Historical and Political Perspective* (History, Philosophy, and Political Science emphasis); and

   C. *Woman's Image and Expression* (Arts, Communication, and Literature emphasis).

III. It is strongly recommended that students begin the program of study with one of the two introductory-level courses: WoSt C100 or WoSt C150. These provide an overview of Women's Studies in the social and behavioral sciences (WoSt C100) and in philosophical and humanistic studies (WoSt C150). Students may also, with the approval of the program director or a faculty advisor, begin the program of study with intermediate courses.

IV. To complete the program of study, students must take 21 credits (at least seven courses). Three of these courses must be at the 300 or 400 level, of which one must be an interdisciplinary WoSt course.

V. Students are required to complete one course with a research methods component, either by taking WoSt 440 or another appropriate advanced Women's Studies course, or by designing an Independent Study research project.

VI. A maximum of six credits of Independent Study may be counted toward the requirements of the program of study.

VII. Juniors and seniors may earn six credits for an internship (WoSt 490/490A) in community organizations and agencies.

VIII. With the approval of the program director, students may arrange for two 'related' courses to count toward program of study requirements. 'Related' courses are those designated by the program each semester as having a component related to Women's Studies. Unlike department cross-listed courses, students will not receive credit in Women's Studies automatically, but only with this prior approval.

Departmental Courses Cross-listed with Women's Studies

In addition to the courses offered by the Women's Studies Program, the following cross-listed departmental courses fulfill requirements for the program of study or individual major.

AmSt 313 (Pioneer Women and Men)
Anth 355 (Anthropology of Sex Roles)
Clsics 287 (Women in Greek and Roman Literature)
Clsics 390 (Heroines of Greek Drama)
CompLt 353 (The Literature of Courtly Love)
Econ 392 (Women's Economic Roles)
Econ 394 (Sex Segregated Labor Markets)
Engl 216 (Writing as Women)
Engl 313 (Gay Literature)
Engl 357 (Afro-American Women Writers)
Engl 452 (Contemporary Women Poets)
French C271 (The Feminine Presence in French Literature)
Ger E275 (Images of Women and Men in German Literature)
Hist C220 (Family in the United States)
Hist 393 (A Social History of Working-Class Women)
Hist 394 (Women in Social Movements)
Hist 446 (History of Feminist Thought)
Human 283 (The Image of Women in Literature)
Ital C273 (The Feminine Presence in Italian Culture)
LawJus 375 (Family Violence)
MGT 478 (Issues for Women in Management) (a "special topics" course offered by the College of Management)
Phil E222 (Moral Issues in Medicine)
Phil E287 (Equality)
Phil E289 (Marxist Philosophy)
Phil E230 (Philosophy and Feminism)
PolSci 465 (Women and Revolutions)
Psych 236 (Psychology of Women)
Sociol 310 (Socialization)
Sociol 382 (Social Psychology of Sex Roles)
Sociol 485 (Seminar on Single Parent Families)
Span 324 (Women in Spanish Literature) (in Spanish)

Transfer Credit Policy

Students may count toward the certificate requirements up to three Women's Studies courses taken elsewhere.

Women's Studies

WoSt C100 Women and Society
Ms Froines, Ms Morse, Ms Sobota
An introductory, interdisciplinary course recommended as a first course in women's studies. Through lectures, readings, and discussions, students will examine the origins of women's oppression; female and male sex roles; marriage and the family; women workers at home and in the labor force. Students will relate the course material to experiences in their own lives. Preference given to first and second year students.
Core Area: Social and Behavioral Sciences.
3 Lect Hrs
3 Credits

WoSt C150 Women, Culture, and Identity
Ms Horsley, Ms Humez
An introductory level course examining the origins of present attitudes about women, critical analyses of women's situation in patriarchal cultures, and efforts by women to achieve a self-defined female identity. Drawing on materials from myth, religion, philosophy, anthropology, feminist analysis, literature, and autobiography, the course will investigate cultural beliefs about woman's "nature" and role at different times and places, attempts to explain the origins and persistence of woman's subordination, and women's efforts to define a new identity through political and creative activity. May be taken separately from or concurrent with WoSt C100 as a first or second course in women's studies. Preference given to first and second year or transfer students.
Core Area: Philosophical and Humanistic Studies.
3 Lect Hrs
3 Credits

WoSt LE210 (AmSt LE210) American Dreams/American Realities: Men and Women in Society and Culture 1600-1860
Ms Rudnick, Ms Froines
Documents, diaries, letters, essays, fiction, and art, along with secondary historical and anthropological sources, will be used to compare the dreams and realities of men's and women's lives in America from the first contact between European explorers and native Americans up through the Age of Reform (1830-60). Topics include visions of landscape and nature; contrasting cultures of Indians and Anglo-Americans; family and "women's place"; slavery, working class organization, and women's rights.
Prerequisite: Engl 102.
Core Area: Historical and Cultural Studies.
3 Lect Hrs
3 Credits

WoSt C220 Women and the Media
Ms Humez
How the historical evolution and commercial orientation of mass communications media have helped shape the social content of advertising, entertainment fictions, and news. Particular emphasis will be on the impact of mass communications media on children's and adults' images of women and men. Students will learn to distinguish stereotypes from more complex characterizations; to analyze visual imagery for its conceptual and emotional messages, and to monitor the representations of women and other culturally subordinate groups in the print and broadcast media. Some consideration will be given to the status of women and minorities in communications industries.
Prerequisite: WoSt C100 or C150 is recommended though not required.
Core Area: The Arts.
3 Lect Hrs
3 Credits

WoSt C275 Women in European Thought and Literature
Ms Horsley
A study of selected representations of women and "the feminine" in western literary and philosophical traditions. Topics include origins of contemporary attitudes in Greek culture; medieval and Christian paradigms; enlightenment ideas and bourgeois ideology; feminist and woman-centered visions. Readings from drama, fiction, poetry, autobiography, and philosophical essays, including expressions of how women have viewed their own situations. Background materials on historical and social contexts are studied. An intermediate course.
Prerequisites: Sophomore standing or permission of instructor; one WoSt course.
Core Area: Philosophical and Humanistic Studies.
3 Lect Hrs
3 Credits

WoSt 180 Mini-courses
Staff
Mini-courses on a variety of topics are occasionally taught by the staff. Example: "Women and the Vietnam War."
1-2 Lect Hrs
1-2 Credits

WoSt 200 Twentieth Century Women Writers: A Feminist Perspective
Ms Humez
An intermediate-level course which examines the ways women writers in this century have dealt with some important themes of contemporary feminism. These include: the special difficulties facing the woman artist; the process of female socialization and its impact on mother-daughter relationships; female adolescence, lesbianism; the need for making the lives of ordinary women a subject for study and a source of artistic creation; and rediscovery of women's collective past. Novels, short stories, some analytical essays and autobiographies are used.
Prerequisite: One Women's Studies course or permission of instructor.
3 Lect Hrs
3 Credits

WoSt 230 Women and Power in Preindustrial Societies
Staff
Students analyze four contrasting cultures, to learn about the variations in women's status and situations that exist in traditional societies; and about the differing contributions of anthropology and feminism to the study of female power in societies.
Prerequisite: WoSt C100 or C150.
3 Lect Hrs
3 Credits

WoSt 260 Women's Health Care
Staff
The concerns of women in relation to health are presented, including: health issues unique to women, such as birth control, pregnancy, childbearing; nutrition; occupational health; health and aging; women as health workers; and the history, activities, and influence of the women's health movement.
Prerequisite: WoSt C100 or permission of instructor.
3 Lect Hrs
3 Credits

WoSt 300 The Politics of the Women's Movement
Ms Froines
An advanced course on the emergence, the political perspectives, and the activities of the contemporary women's liberation movement. Liberal, radical, lesbian, and socialist feminist perspectives are surveyed. Issues stemming from class and race differences are also examined.
Prerequisite: One Women's Studies course, or permission of instructor.
3 Lect Hrs
3 Credits

Women's Studies

WoSt 320 Women's Image in Film
Ms Dittmar
An in-depth study of women's portrayal in narrative cinema, the course explores ways film as an art form reflects and affects the social, political, and cultural construction of Woman. It examines both traditional images of women and the portrayal of women struggling to reassess and redefine their roles and their sense of self. Drawing on current scholarship in film theory, and, especially, in feminist film theory, the course emphasizes the relation between cinematic technique and narrative content.
Prerequisites: WoSt C100 or C150, and Engl 102 or equivalent.
3 Lect Hrs
3 Credits

WoSt 340 Women in African Cultures
Ms Morse
This course will focus on the daily lives of women in traditional and contemporary African societies from a feminist perspective. Topics include mode of production and gender; marriage, kinship and family roles; women's roles in national liberation struggles.
Prerequisites: Junior standing, and either WoSt 230 or Anth 355; or permission of instructor.
3 Lect Hrs
3 Credits

WoSt 350 Women in the Third World Countries
Ms Froines
Examines the status of women in selected Third World countries. Topics include the changing work and family roles of women; women's role in economic development; the food crisis and population control; women's participation in national liberation struggles, and Marxist and feminist approaches to women's liberation in the Third World.
Prerequisites: One Women's Studies course, and introductory history or political science, or permission of instructor.
3 Lect Hrs
3 Credits

WoSt 360 American Women's Autobiographies
Ms Humez
A group of life-stories by American women are read and analyzed, both as examples of female self-expression and as sources for studying women's past in America. Through a semester-long research project, students have the opportunity to do original research in American women's history and self-expressive traditions.
Prerequisites: Junior standing; one Women's Studies course; one 200 level course in history, English, or American studies; or permission of instructor.
3 Lect Hrs
3 Credits

WoSt 375 Dynamics of Discrimination
Ms Sobota
Explores the effects of racism, sexism, and homophobia (fear of homosexuality) on our personal lives and our social institutions. It combines a small group setting (in which students will be expected to share their personal life experiences of discrimination) with literary/theoretical study of this topic.
Prerequisites: Junior standing and one Women's Studies course, or permission of instructor.
3 Lect Hrs
3 Credits

WoSt 400 Feminist Thought
Staff
The ideas and writings of prominent and influential contemporary feminist thinkers are analyzed. Specific topics areas vary from semester to semester. The course is taught as an upper level seminar for students in the program and individual majors.
Prerequisites: Junior level; at least three Women's Studies courses.
3 Lect Hrs
3 Credits

WoSt 420 Feminist Therapy
Ms Sobota
After a brief examination of traditional (psychoanalytic) and humanistic (counseling) views of emotional health in women, we will study in-depth treatments and clinical applications of feminist therapy that emphasize helping a woman realize how her own power as an individual is inextricably bound to the collective power of women as a group.
Prerequisites: Junior standing; WoSt C100 or equivalent; Psych 236 is strongly recommended though not required.
3 Lect Hrs
3 Credits

WoSt 440 Research Seminar in Women's Studies
Ms Humez, Staff
Through readings, guest lectures, discussions, and small-scale projects, students will learn to use and evaluate critically some basic research tools in the humanities and social sciences, as they can be applied to the interdisciplinary study of women and gender. We will consider new research approaches being developed by feminist researchers, as well as the relationship of research to the political movement for women's rights.
Prerequisites: Junior or senior standing and at least two other Women's Studies courses; or permission of instructor.
3 Lect Hrs
3 Credits

WoSt 450 Women, Art, and Social Change
Ms Humez
Drawing on the expressive work of women writers, musicians, visual artists, and craftspeople, the course looks at the ways women artists have functioned as social historians and as social critics. The major emphasis is on 19th and 20th century work by women in America, in a broad range of expressive traditions. Guest speakers may include practicing artists, singers, photographers, writers, and feminist critics. Journals, one major analytical (or oral-historical) project, a creative project, and an oral presentation are required.
Prerequisite: Permission of instructor.
3 Lect Hrs
3 Credits

WoSt 478 Independent Study
Staff
Open to a limited number of students each semester. A written prospectus must be formulated with the instructor.
Prerequisite: Permission of instructor.
Hrs by arrangement
3 Credits

WoSt 479 Independent Study
See WoSt 478.

WoSt 480 Special Topics
Staff
Selected topics in women's studies, taught by staff or visiting lecturers.
Prerequisite: At least one course in Women's Studies or equivalent, or permission of instructor.
3 Lect Hrs
3 Credits

Women's Studies

WoSt 490 Internship in Women's Studies
Ms Froines
A seminar which must be taken concurrently with WoSt 490A. Objective: to allow students to apply their theoretical understandings in women's studies to practical experiences in supervised volunteer work. Topics include theoretical issues relevant to placements in a human service agency or social change organization, evaluation of basic skills learned in fieldwork, and career development exercises. An oral presentation and two papers are required. Topics are integrated with discussions of students' on-site work. Open to a maximum of 12 students each semester.
Prerequisites: Junior or senior standing, two Women's Studies courses or equivalent, and permission of instructor.
Corequisite: WoSt 490A.
Hrs by arrangement
3 credits

WoSt 490A Field Placement
Ms Froines
For eight or fifteen hours each week, students participate, usually on a volunteer basis, in a supervised field placement with a women's organization, alternative institution, or an agency offering services to women and the family. Students must secure their placement one month prior to the beginning of the semester they plan to enroll in the course. Graded on a pass/fail basis. Open to a maximum of 12 students each semester.
Prerequisites: Junior or senior standing, two Women's Studies courses or equivalent, and permission of instructor.
Corequisite: WoSt 490.
Hrs by arrangement
3 Credits

Administrative Officers

Richard M Freeland, PhD, Dean
Howard Cohen, PhD, Associate Dean for Academic Affairs
John J Conlon, PhD, Associate Dean for Academic Studies
Edna Seaman, PhD, Associate Dean for Policy and Planning
Midori Hayashi, Assistant Dean
Judith Roberts, Assistant Dean
Loretta Slover, PhD, Assistant Dean for Academic Studies

Department Chairpersons

Naomi Bishop, PhD	Anthropology
Ronald Polito, EdD	Art
Lawrence Kaplan, PhD	Biology
Wornie L Reed, PhD	Black Studies
Henry Mariani, PhD	Chemistry
R Joseph Schork, DPhil	Classics
Arthur MacEwan, PhD	Economics
Ron Schreiber, PhD	English
Gerald C Volpe, PhD	French
Thomas Brewer, PhD	Geography and Earth Science
Carl Cedargren, PhD	German
Timothy McCarthy, PhD	History
Antonio F Carrara, PhD	Italian
Colin Godfrey, PhD	Mathematics and Computer Science
David N Patterson, PhD	Music
Lawrence Foster, PhD	Philosophy
Edward Ginsberg, PhD	Physics
John Spence, PhD	Political Science
Joan Liem, PhD	Psychology
Diana Burgin, PhD	Russian
Calvin J Larson, PhD	Sociology
Effrain Barradas, PhD	Spanish and Portuguese
Louis E Roberts, PhD	Theatre Arts

Directors of Programs of Study

Lois Rudnick	American Studies
Jeremy Hatch, PhD	Biobehavioral Studies
Lawrence Greene, PhD	Biology of Human Populations
Robert Risse, PhD	Communication
Dennis Wortman, PhD	Computer Science
Martha Collins, PhD	Creative Writing
Mark Peattie, PhD	East Asian Studies
Shreedhar Lele, PhD	Engineering
Thomas O'Grady, PhD	Irish Studies
Susan Schneider, PhD	Latin American Studies
Peter Linebaugh, PhD	Law and Justice
Esther Torrego, PhD	Linguistics
Arthur MacEwan, PhD	Marxist Studies
Suzanne Spencer-Wood, PhD	New England Historical Archaeology
Barbara Luedtke, PhD	New England Prehistoric Archaeology
Richard Horsley, PhD	The Study of Religion
Norma Kroll, PhD	Technical Writing (Computer Science)
Murray Frank, PhD	Urban Studies
Jean Humez, PhD	Women's Studies

Faculty

Rose Abendstern, BA, *Hunter College,* MA, PhD, *Bryn Mawr College,* Assistant Professor of French

Steven Ackerman, BA, *Herbert H. Lehman College of the City University of New York,* PhD, *University of Pennsylvania,* Assistant Professor of Biology

Feroz Ahmad, BA, *St Stephen's College, Delhi University,* MA, PhD, *London University,* Professor of History

Joseph S. Alper, BA, *Harvard College,* PhD, *Yale University,* Professor of Chemistry

Jeanne Ambrose-Grillet, Diplôme d'Etudes Supérieures: CAPES *Ecole Pratique des Hautes Etudes,* Docteur En Linguistique, *Sorbonne,* Associate Professor of French

Martin Andic, AB, *Dartmouth College,* AM, PhD, *Princeton University,* Associate Professor of Philosophy

Roswell Angier, BA, *Harvard University,* MA, *University of California, Berkeley,* Lecturer in Art

Pamela Annas, BA, *State University of New York, Buffalo,* PhD, *Indiana University,* Associate Professor of English (on leave, spring 1986)

JP Anselme, BA, *St Martial College,* BS, *Fordham University,* PhD, *Polytechnic Institute of Brooklyn,* Professor of Chemistry (on leave, spring 1986)

Marvin M Antonoff, BS, MA, *New York University,* PhD, *Cornell University,* Professor of Physics (on leave, spring 1986)

Renee M Arb, BS, MA, PhD, *Radcliffe College,* Associate Professor of Art

Bernice Auslander, BA, *Barnard College,* MS, *University of Chicago,* PhD, *University of Michigan,* Professor of Mathematics and Computer Science

Barbara Ayres, BA, *Coe College,* MA, *University of North Carolina,* PhD, *Radcliffe College/Harvard University,* Professor of Anthropology

Alfonso Azpeitia, MS, PhD, *Universidad de Madrid,* Professor of Mathematics and Computer Science

Donald Babcock, BS, *US Naval Academy,* MA, PhD, *Stanford University,* Associate Professor of English

Efrain Barradas, BA, *Universidad de Puerto Rico,* MA, PhD, *Princeton University,* Associate Professor of Spanish

Ros Barron, BFA, *Massachusetts College of Art,* Associate Professor of Art

Irving Bartlett, BA, *Ohio Wesleyan University,* MA, PhD, *Brown University,* John F Kennedy Professor of American Civilization

Lester J Bartson, III, BA, *University of Michigan,* AM, PhD, *Harvard University,* Assistant Professor of History

Flora Bassanese, BA, *Rosary College,* MA, PhD, *University of Wisconsin,* Assistant Professor of Italian

Kamaljit Bawa, BA, MS, PhD, *Punjab University,* Professor of Biology

Edmund Beard, BA, *University of Michigan,* MIA, PhD, *Columbia University,* Associate Professor of Political Science

Ernest I Becker, BS in Pharmacy, PhD, *Case Western Reserve University,* Professor of Chemistry

Ruth Bennett, BS, PhD, *Tufts University,* Associate Professor of Biology

Laurence D Berman, AB, MA, PhD, *Harvard University,* Associate Professor of Music (on leave, 1985-86)

Ann Berthoff, BA, *Cornell College,* MA *Radcliffe College,* Professor of English (on leave, spring 1986)

Naomi Bishop, BA, MA, PhD, *University of California, Berkeley,* Associate Professor of Anthropology

James E Blackwell, BA, MA, *Case Western Reserve University,* PhD, *Washington State University,* Professor of Sociology

Joel Blair, BA, *University of Texas,* MA, PhD, *Harvard University,* Professor of English

Augusto Blasi, MA, *Loyola University of Chicago,* PhD, *Washington University,* Associate Professor of Psychology (on leave, fall 1985)

Lawrence Blum, AB, *Princeton University,* PhD, *Harvard University,* Associate Professor of Philosophy

Andrew Boelcskevy, BA, *West Virginia University,* MA, PhD, *University of Pennsylvania,* Assistant Professor of German

Ethan Bolker, AB, AM, PhD, *Harvard University,* Professor of Mathematics and Computer Science (on leave, 1985-86)

Faculty

Paul Bookbinder, BA, *Queens College,* MA, *Northeastern University,* PhD, *Brandeis University,* Associate Professor of History

Charles Bowen, BA, *University of Notre Dame,* MA, *Yale University,* PhD, *Harvard University,* Associate Professor of English (on leave, 1985-86)

Robert Bowen, BA, MA, *San Francisco State University,* PhD, *University of Southern California,* Assistant Professor of Environmental Sciences

James F Brennan, AB, *Providence College,* MA, *University of Dayton,* PhD, *Kent State University,* Associate Professor of Psychology

John Brereton, BA, *Manhattan College,* MA, PhD, *Rutgers University,* Associate Professor of English

Thomas Brewer, BS, *Carnegie-Mellon University,* AM, PhD, *Boston University,* Associate Professor of Geography and Earth Science

Harry Brill, BA, *Brooklyn College,* MA, PhD, *University of California, Berkeley,* Associate Professor of Sociology

Francis L Broderick, BA, LLD, *Princeton University,* MA, PhD, *Harvard University,* Commonwealth Professor of History

James H Broderick, BA, *Harvard College,* MA, *University of Chicago,* PhD, *Harvard University,* Professor of English

Luise Bronner, BS, *University of Rhode Island,* MA, PhD, *University of Massachusetts,* Associate Professor of German

Thomas N Brown, BS, *Boston College,* MA, PhD, *Harvard University,* Professor of History (on leave, spring 1986)

Neal Bruss, BA, MA, PhD, *University of Michigan,* Associate Professor of English

Thomas Buckley, BA, *Harvard University,* MA, PhD, *University of Chicago,* Assistant Professor of Anthropology

Diana Burgin, BA, *Swarthmore College,* MA, PhD, *Harvard University,* Associate Professor of Russian

Ruth Butler, BA, *Case Western Reserve University,* PhD, *New York University,* Professor of Art (on leave, 1985-86)

Dennis Byrnes, BA, *University of North Dakota,* MA, PhD, *University of Chicago,* Associate Professor of Psychology (on leave, 1985-86)

James S Byrnes, BA, *New York University,* MA, PhD, *Yeshiva University,* Professor of Mathematics and Computer Science

Kenneth Campbell, BA, *Augsburg College,* MS, PhD, *University of Michigan,* Assistant Professor of Biology

William Campbell, BA, *New York University,* MS, *McGill University,* PhD, *University of St. Andrews,* Associate Professor of Mathematics and Computer Science

James Campen, BA, *Harvard University,* MA, *St John's College, Cambridge University,* PhD, *Harvard University,* Assistant Professor of Economics

John Capitanio, BS, *University of Massachusetts-Amherst,* MA, PhD, *Unviversity of California, Davis,* Assistant Professor of Psychology

Antonio F Carrara, BA, MA, PhD, *Boston College,* Associate Professor of Italian

Robert L Carter, BA, *College of Wooster,* PhD, *University of Kansas,* Associate Professor of Chemistry

Maryann Cassella, BA, *Queens College,* PhD, *Boston University,* Assistant Professor of Economics

Leonard A Catz, MA, PhD, *Hebrew University,* Associate Professor of Physics

Carl J Cedargren, BA, *Clark University,* MA, *Middlebury College,* PhD, *Boston College,* Associate Professor of German

Kenneth F Cerny, BS, *Marietta College,* Instructor in Chemistry

Leonid Checheinitsky, BA, *Leningrad Institute of Television,* MA, *Leningrad State Institute of Culture,* Assistant Professor of Theatre Arts

Michael Chesson, BA, *College of William and Mary,* PhD, *Harvard University,* Associate Professor of History (on leave, spring 1986)

Winston Chiong, BA, *Ateneo de Manila,* MA, PhD, *Boston College,* Professor of Economics (on leave, spring 1986)

Jonathan Chu, BA, *University of Pennsylvania,* MA, *University of Hawaii,* PhD, *University of Washington,* Associate Professor of History

Obie Clayton, AB, *Millsaps College,* MA, PhD, *Emory University,* Assistant Professor of Sociology

Howard Cohen, BA, *University of Minnesota,* MA, PhD, *Harvard University,* Associate Professor of Philosophy

Jean Collignon, Licence d'Anglais, Diplôme d'Etudes Supérieures d'Anglais, *Toulouse,* Agregation d'Anglais, *Sorbonne,* Professor of French

Martha Collins, BA, *Stanford University,* MA, PhD, *University of Iowa,* Associate Professor of English

Daniel Comenetz, BA, PhD, *Brandeis University,* Associate Professor of Mathematics and Computer Science

Joseph Cooney, BS, *Le Moyne College,* MS, PhD, *Syracuse University,* Professor of Environmental Science

Ann Cordilia, BA, *City College of New York,* MA, PhD, *University of Chicago,* Associate Professor of Sociology (on leave, spring 1986)

Robert A Corrigan, BA, *Brown University,* MA, PhD, *University of Pennsylvania,* Professor of English

Jeremiah Cotton, BS, MSW, *University of Pittsburgh,* PhD, *University of Michigan,* Assistant Professor of Economics

Robert Crossley, BA, *Rockhurst College,* MA, PhD, *University of Virginia,* Associate Professor of English (on leave, 1985-86)

Frederick E Danker, AB, *Harvard College,* MAT, *Harvard University,* MA, *Boston College,* PhD, *Brown University,* Professor of American Civilization (on leave, fall 1985)

Patricia Davidson, AB, *Middlebury College,* MAT, EdD, *Harvard Graduate School of Education,* Professor of Mathematics and Computer Science

Elizabeth A Davis, BA, *Mount Holyoke College,* PhD, *Brandeis University,* Part-time Assistant Professor of Biology

Robert Dentler, BS, MA, *Northwestern University,* MA, *American University,* PhD, *University of Chicago,* Visiting Professor of Sociology

Lynn F Dhority, BA, *University of Colorado,* PhD, *Harvard University,* Associate Professor of German

John Dickinson, PhD, *University of Marburg,* Associate Professor of Sociology

Spencer DiScala, BA, *Queens College,* MA, PhD, *Columbia University,* Associate Professor of History

Estelle Disch, BA, MA, PhD, *Tufts University,* Associate Professor of Sociology

Linda Dittmar, BA, MA, PhD, *Stanford University,* Associate Professor of English

Albert J Divver, BA, *Boston College,* MA, PhD, *University of Michigan,* Assistant Professor of English

Elaine Donovan, BA, *University of Massachusetts, Amherst,* MA, PhD, *University of Houston,* Assistant Professor of Economics (on leave, fall 1985)

Janet F Duncan, AB, *University of New Zealand,* AM, *University of Wellington,* PhD, *Boston University,* Professor of Geography and Earth Science

Joseph H Dyer, BA, *St Joseph's University,* MA, PhD, *Boston University,* Associate Professor of Music

John Ebersole, BA, *Cornell University,* PhD, *University of California, Los Angeles,* Associate Professor of Biology

Robert Eganhouse, BS, *Iowa State University,* MS, *Florida State University,* PhD, *University of California,* Assistant Professor of Environmental Sciences

Truman Egleston, Jr, BFA, *Massachusetts College of Art,* MFA, *California College of Arts and Crafts,* Professor of Art

Ernest S Elyash, BS, *University of Pittsburgh,* PhD, *Cornell University,* Associate Professor of Mathematics and Computer Science

Louis Esposito, BA, *St Peter's College,* MA, PhD, *Boston College,* Professor of Economics

Clara Estow, BA, *Southern Illinois University,* MA, PhD, *Brandeis University,* Associate Professor of Spanish

Robert R Evans, BA, *Harvard College,* MA, PhD, *Brandeis University,* Associate Professor of Theatre Arts

Paul Faler, BA, *Southern Methodist University,* MA, PhD, *University of Wisconsin,* Associate Professor of History

So-Fei Fang, BS, *National Taiwan University,* MA, PhD, *University of Pennsylvania,* Assistant Professor of Mathematics and Computer Science

Faculty

Janet Farrell Smith, BS, MA, PhD, *Columbia University,* Associate Professor of Philosophy
Golamreza Fazel, BA, *California State College, Long Beach,* MA, PhD, *University of California, Berkeley,* Associate Professor of Anthropology (on leave, spring 1986)
Roger Feinstein, BA, MA, *University of Minnesota,* PhD, *Columbia University,* Associate Professor of Political Science
Peter Fejer, BA, *Reed College,* SM, PhD, *University of Chicago,* Assistant Professor of Mathematics and Computer Science
Louis Ferleger, BA, MA, PhD, *Temple University,* Associate Professor of Economics
Keltha Fine, BA, *Barnard College,* MA, *George Washington University,* Associate Professor of Political Science
Karen Fiser, BA, *University of Wisconsin,* MA, PhD, *University of Virginia,* Assistant Professor of Philosophy
Clive Foss, BA, MA, PhD, *Harvard University,* Professor of History (on leave, fall 1985)
Lawrence Foster, BA, *University of Pennsylvania,* MA, *City University of New York,* PhD, *University of Pennsylvania,* Associate Professor of Philosophy
Drew Francis, BA, *State University of New York,* MFA, *Brandeis University,* Lecturer in Theatre Arts
Kenneth Frederick, BA, MA, PhD, *University of Michigan,* Associate Professor of English
Richard M Freeland, BA, *Amherst College,* PhD, *University of Pennsylvania,* Associate Professor of History
Anne Froines, BA, *Swarthmore College,* MA, *University of London,* Lecturer in Women's Studies
Matthew Gaffney, BS, *Harvard College,* PhD, *University of Chicago,* Professor of Mathematics and Computer Science
Paul A Gagnon, BA, *University of Massachusetts,* MA, PhD, *Harvard University,* Professor of History (on leave, spring 1986)
Eugene Gallagher, BA, *Carleton College,* MSc, PhD, *Florida State University,* Assistant Professor of Environmental Sciences
Delores Gallo, BA, *Hunter College,* MA, *New York University,* EdD, *Harvard University,* Associate Professor, Critical and Creative Thinking
Frederick C Gamst, AB, *University of California, Los Angeles,* PhD, *University of California Berkeley,* Professor of Anthropology
George Gardner, BES, MA, *John Hopkins University,* PhD, *University of Washington,* Assistant Professor of Environmental Sciences
Gerald R Garrett, BA, *Whitman College,* MA, PhD, *Washington State University,* Professor of Sociology (on leave, fall 1985)
Robert I Gelb, BS, *Polytechnic Institute of Brooklyn,* PhD, *University of Wisconsin,* Professor of Chemistry
Richard B Gelpke, BA, MA, *Clark University,* MA, *University of Arizona,* MSL, *Vermont Law School,* Assistant Professor of Geography and Earth Science
Andrew N Genes, BA, MA, *Boston University,* PhD, *Syracuse University,* Associate Professor of Geography and Earth Science
Irving Gershenberg, BA, *City College of New York,* MA, PhD, *University of California-Berkeley,* Professor of Economics (on leave, spring 1986)
Michael F Gibbons, Jr, BA, MPhil, PhD, *Yale University,* Associate Professor of Anthropology
Edward S Ginsberg, BA, ScB, *Brown University,* MS, PhD, *Stanford University,* Associate Professor of Physics
Edwin Gittleman, BA, MA, PhD, *Columbia University,* Professor of English
Colin Godfrey, BSc, MA, *University of British Columbia,* PhD, *Harvard University,* Associate Professor of Mathematics and Computer Science
Claire Golomb, BA, *The Hebrew University,* MA, *The New School for Social Research,* PhD, *Brandeis University,* Professor of Psychology
George Goodwin, Jr, BA, *Williams College,* MA, PhD, *Harvard University,* Professor of Political Science
Linda Gordon, BA, *Swarthmore College,* MA, PhD, *Yale University,* Professor of History (on leave, 1985-86)
Peter Gordon, *BS,* University of Louisville, PhD, *Brandeis University,* Associate Professor of Physics (on leave, spring 1986)
Susan Gore, AB, *Douglas College, Rutgers University,* MA, PhD, *University of Pennsylvania,* Associate Professor of Sociology
Michael Greeley, BA, *University of California-Berkeley,* MA, *University of Oregon,* PhD, *Northeastern University,* Associate Professor of Mathematics and Computer Science
Lawrence S Greene, BA, *University of Vermont,* DMD, *Tufts University,* PhD, *University of Pennsylvania,* Associate Professor of Anthropology
Robert A Greene, BA, MA, *Boston College,* PhD, *Harvard University,* Professor of English
Walter Grossman, BA, *Yankton College,* MLS, *Simmons College,* MA, PhD, *Harvard University,* Professor of History (on leave, fall 1985)
James Leland Grove, BA, *Yale University,* MA, PhD, *Harvard University,* Associate Professor of English
Robert W Gulmond, AB, PhD, *University of Rhode Island,* JD, *New England School of Law,* Professor of Biology (on leave, spring 1986)
Edythe Haber, BA, *University of Michigan,* MA, PhD, *Harvard University,* Assistant Professor of Russian (on leave, 1985-86)
William Hagar, BS, *Widener College,* PhD, *Temple University,* Associate Professor of Biology
William Roy Hamilton, BA, *University of Oklahoma,* MA, PhD, *University of Maryland,* Commonwealth Professor of Political Science (on leave, spring 1986)
William W Hansard, BA, *City College of New York,* Associate Professor of Art
Bettina Harrison, BS, *University of Massachusetts,* MA, *Radcliffe College,* PhD, *Boston University,* Associate Professor of Biology
Francis R Hart, BA, MA, PhD, *Harvard University,* Professor of English (on leave, fall 1985)
Kathleen Hartford, BA, *Bryn Mawr College,* MA, *Princeton University,* PhD, *Stanford University,* Associate Professor of Political Science
Alan Harwood, BA, *Harvard College,* MA, *University of Michigan,* PhD, *Columbia University,* Professor of Anthropology (on leave, spring 1986)
Jeremy Hatch, BA, *Cambridge University,* PhD, *Duke University,* Associate Professor of Biology
Alan Helms, BA, *Columbia University,* PhD, *Rutgers University,* Associate Professor of English (on leave, fall 1985)
Hans-Heinrich Herda, BS, MS, PhD, *Wayne State University,* Professor of Mathematics and Computer Science (on leave, 1985-86)
Alfred Hoelzel, BA, *University of Massachusetts,* MA, *Northwestern University,* PhD, *Boston University,* Professor of German (on leave, fall 1985)
Guy Hogan, BA, *Talladega College,* MS, *University of Chicago,* PhD, *Ohio State University,* Associate Professor of Mathematics and Computer Science
Richard Horsley, BA, PhD, *Harvard University,* STB, *Harvard Divinity School,* Associate Professor of Religious Studies
Ritta J Horsley, BA, *Radcliffe College,* MA, PhD, *Harvard University,* Associate Professor of German
Susan Horton, BA, *The Defiance College,* MA, PhD, *Brandeis University,* Professor of English
John Huggler, BM, *University of Rochester,* Professor of Music
Anthony Hull, BA, MA, *Magdalen College, Oxford University,* PhD, *University of Alabama,* Professor of History
Jean Humez, BA, *Bennington College,* MPhil, PhD, *Yale University,* Associate Professor of Women's Studies (on leave, fall 1985)
David Hunt, BA, *Haverford College,* PhD, *Harvard University,* Associate Professor of History
Glenn Jacobs, BA, MA, *Brooklyn College,* PhD, *Temple University,* Associate Professor of Sociology
James P Jones, AB, *Nebraska Wesleyan University,* MA, *Clark University,* PhD, *Syracuse University,* Professor of Geography and Earth Science
Sheldon Kalick, AB, *Princeton University,* AM, PhD, *Harvard University,* Assistant Professor of Psychology
Lawrence Kamara, BA, *Durham University,* MA, PhD, *Boston University,* Associate Professor of Sociology

Faculty

Herbert Kamowitz, BS, *City College of New York,* ScM, PhD, *Brown University,* Professor of Mathematics and Computer Science

Lawrence Kaplan, BA, MS, *State University of Iowa,* PhD, *University of Chicago,* Professor of Biology (on leave, spring 1986)

Seymour Kass, BS, *Brooklyn College,* MS, *Stanford University,* SM, *University of Chicago,* PhD, *Illinois Institute of Technology,* Professor of Mathematics in Engineering (on leave, 1985-86)

Seymour Katz, BA, *Rutgers University,* PhD, *Harvard University,* Professor of English

Christine Armett Kibel, BSc, PhD, *University College, University of London,* Associate Professor of Biology

Linda Kime, BA, *Wellesley College,* MS, PhD, *Cornell University,* Associate Professor of Mathematics and Computer Science

Esther R Kingston-Mann, BA, *Antioch College,* MA, PhD, *Johns Hopkins University,* Professor of History

Kenneth Kleene, BA, *University of Wisconsin,* PhD, *University of Washington,* Assistant Professor of Biology

Charles Knight, BA, *Haverford College,* MA, PhD, *University of Pennsylvania,* Professor of English (on leave, 1985-86)

Takeshi Kokubo, BA, MA, *Rikkyo University,* Lecturer in East Asian Studies

Wen Yuan Kong, BS, *National Taiwan University,* MA, *Syracuse University,* Lecturer in Mathematics and Computer Science

George Koniaris, BA, *University of Athens,* MA, *University of California, Los Angeles,* PhD, *Cornell University,* Professor of Classics

Bernard M Kramer, BA, *Brooklyn College,* MA, PhD, *Harvard University,* Professor of Psychology

Richard Kronish, BA, *University of California, Santa Cruz,* MA, PhD, *University of Wisconsin,* Associate Professor of Sociology

Donald Krus, BA, *Drew University,* MA, PhD, *Clark University,* Professor of Psychology

Vijay Kumar, BS, MS, *Ranchi University* (Bihar, India), MS, *University of Manchester* (England), PhD, *University of Southampton* (England), Assistant Professor of Mathematics and Computer Science

Eleanor Kutz, BS, *Boston College,* MA, PhD, *Indiana University,* Associate Professor of English

David Landy, BA, MA, *University of North Carolina,* PhD, *Harvard University,* Professor of Anthropology

Winston Langley, BA, *Atlantic Union College,* MA, PhD, *Howard University,* JD, *Suffolk University,* Professor of Political Science

Calvin J Larson, BA, *University of California, Berkeley,* MS, *San Jose State College,* PhD, *University of Oregon,* Professor of Sociology

Daniel A Laufer, BS, *Massachusetts Institute of Technology,* PhD, *Brandeis University,* Professor of Chemistry

Shreedhar Lele, BS, PhD, *Pennsylvania State University,* Professor of Engineering

Jane Leserman, BA, MA, *University of Illinois,* PhD, *Duke University,* Lecturer in Sociology

Sanford R Lieberman, BA, *University of Rochester,* MA, PhD, *Harvard University,* Associate Professor of Political Science

Joan Liem, BA, *University of Rochester,* PhD, *Boston University,* Associate Professor of Psychology

Peter Linebaugh, BA, *Swarthmore College,* MA, *Columbia University,* PhD, *University of Warwick,* Associate Professor of Law and Justice

John F Looney, BSEd, *Salem State College,* EdM, *Boston State College,* EdD, *Boston University,* Professor of Geography and Earth Science

Tommy Lee Lott, BA, *California State University, Los Angeles,* MA, PhD, *University of California, Los Angeles,* Assistant Professor of Philosophy (on leave, fall 1985)

Morris Lounds, BA, *City College of New York,* MA, *University of Connecticut,* MS, *Columbia University,* PhD, *Massachusetts Institute of Technology,* Associate Professor of Political Science

Barbara E Luedtke, BA, *Pomona College,* MA, PhD, *University of Michigan,* Associate Professor of Anthropology

George Lukas, AB, *Columbia University,* PhD, *Brandeis University,* Associate Professor of Mathematics and Computer Science (on leave, 1985-86)

Joan Lukas, BA, *Barnard College,* PhD, *Massachusetts Institute of Technology,* Associate Professor of Mathematics and Computer Science

John A Lutts, BA, *Spring Hill College,* MA, PhD, *University of Pennsylvania,* ThL, *Woodstock College,* Associate Professor of Mathematics and Computer Science

Catherine Lynde, BS, MS, *Portland State University,* Assistant Professor of Economics (on leave, 1985-86)

Ernest Lynton, BS, MS, *Carnegie Institute of Technology,* PhD, *Yale University,* Commonwealth Professor of Physics

Donald H Lyons, BA, *University of Buffalo,* MA, PhD, *University of Pennsylvania,* Professor of Physics

Richard Lyons, BA, *Carleton College,* PhD, *Princeton University,* Associate Professor of English

Monica McAlpine, BA, MA, PhD, *University of Rochester,* Associate Professor of English

Timothy McCarthy, BS, *Clark University,* MA, PhD, *Brandeis University,* Associate Professor of History

Emily A McDermott, BA, *Bryn Mawr College,* PhD, *Yale University,* Associate Professor of Classics

Paul McDonagh, BS, MS, PhD, *Lowell Technological Institute,* Professor of Chemistry

Arthur MacEwan, BA, *University of Chicago,* MA, PhD, *Harvard University,* Professor of Economics

Susan McGinley, BA, *Colby College,* MFA, *Boston University,* Assistant Professor of Theatre Arts

Thomas A McMullin, BA, *University of Massachusetts, Amherst,* MA, PhD, *University of Wisconsin, Madison,* Associate Professor of History

Donaldo Macedo, BA, *University of Massachusetts at Boston,* MA, *New York University,* EdD, *Boston University,* Assistant Professor of English

Harold P Mahon, BA, MA, *Oregon State University,* PhD, *University of Washington,* Associate Professor of Physics (on leave, 1985-86)

Frances Malino, BA, *Skidmore College,* MA, PhD, *Brandeis University,* Professor of History (on leave, 1985-86)

Margaret Mansfield, BA, *Mount Saint Agnes College,* MA, *Catholic University of America,* PhD, *Cornell University,* Professor of English

Isabelle Mao, AB, *National Taiwan University,* Associate Professor of Chinese

Thomas N Margulis, BS, *Massachusetts Institute of Technology,* PhD, *University of California, Berkeley,* Professor of Chemistry

Henry Mariani, AB, MS, *Boston College,* MS, *Tufts University,* PhD, *Boston College,* Professor of Chemistry

Dorothy Marshall, AB, MA, *Smith College,* PhD, *Bryn Mawr College,* Professor Emeritus of Political Science and Spanish

Arthur W Martin, BA, *Harvard University,* MS, PhD, *Stanford University,* Associate Professor of Physics

Jane R Martin, BA, PhD, *Radcliffe College,* Professor of Philosophy

Michael G Mensolan, AB, *Clark University,* EdM, AM, CAGS, *Boston University,* EdM, *Worcester State College,* CLAS, PhD, *University of Pittsburgh,* JD, *New England School of Law,* Professor of Geography and Earth Science

Michael A Milburn, BA, *Stanford University,* PhD, *Harvard University,* Associate Professor of Psychology (on leave, spring 1986)

Arthur Millman, AB, *Columbia University,* MA, PhD, *University of Chicago,* Assistant Professor of Philosophy (on leave, 1985-86)

Benjamin R Mollow, BA, *Cornell University,* PhD, *Harvard University,* Professor of Physics

Celia Moore, BA, *University of Texas,* PhD, *Rutgers University,* Associate Professor of Psychology

Robert E Moore, BA, *Kenyon College,* MA, PhD, *University of Pennsylvania,* Associate Professor of Black Studies

Robert Morris, BA, *Reed College,* MA, PhD, *Cornell University,* Associate Professor of Mathematics and Computer Science

Elaine S Morse, BA, MA, *University of Massachusetts, Amherst,* PhD, *Boston University,* Associate Professor of Women's Studies

Faculty

Theresa Mortimer, BA, MA, *Emmanuel College,* PhD, *Boston College,* Associate Professor of Spanish

Siamak Movahedi, LLB, *University of Tehran,* MS, *California State University, Fresno,* PhD, *Washington State University,* Associate Professor of Sociology (on leave, spring 1986)

Some Nath Mukherjee, MSc, PhD, *Benares Hindu University,* Associate Professor of Mathematics and Computer Science

John Murray, BS, *Mankato State College,* MA, *State College of Iowa,* EdD, *University of Massachusetts, Amherst,* Assistant Professor of Critical and Creative Thinking

Dianthe Myers-Spencer, BS, *Florida A & M University,* Lecturer in Music

Ricardo Navas-Ruiz, BA, *Instituto Nacional "Goya,"* MA, PhD, *Universidad de Salamanca,* Professor of Spanish

David A Nellis, BS, *Allegheny College,* MA, PhD, *Boston University,* Assistant Professor of Geography and Earth Science

Charles M Nelson, BA, *Washington State University,* MA, PhD, *University of California, Berkeley,* Associate Professor of Anthropology

Duncan Nelson, BA, *Wesleyan University,* MA, PhD, *Harvard University,* Associate Professor of English

Anny Newman, BA, *University of Zagreb,* MA, *Harvard University,* Assistant Professor of Russian

Kenneth Newman, BS, *Brooklyn College,* PhD, *Cornell University,* Associate Professor of Mathematics and Computer Science

Frank J Nisetich, BA, MA, *University of California, Berkeley,* PhD, *Harvard University,* Associate Professor of Classics (on leave, 1985-86)

Shaun O'Connell, BA, MA, PhD, *University of Massachusetts,* Professor of English

Thomas O'Grady, BA, *University of Prince Edward Island,* MA, *National University of Ireland,* PhD, *University of Notre Dame,* Assistant Professor of English

Mikelle Smith Omari, BA, *California State University,* MFA, *Washington State University,* MA, PhD, *University of California, Los Angeles,* Assistant Professor of Art

Elizabeth O'Neil, BS, *Massachusetts Institute of Technology,* MA, PhD, *Harvard University,* Associate Professor of Mathematics and Computer Science (on leave, fall 1985)

Maria-Luisa Osorio, BA, *Universidad de La Habana,* MA, *University of Kentucky,* Doctor en Filosofia y Letras, *Universidad de La Habana,* Associate Professor of Spanish

Joan O'Sullivan, AB, *Emmanuel College,* MEd, *Boston State College,* PhD, *Boston University,* Associate Professor of Philosophy (on leave, 1985-86)

Friedrich P Ott, *Staatl Gymnasium, Kreuznach,* Staatsexamen, *Mainz University,* MA, *Marquette University,* PhD, *Harvard University,* Associate Professor of German

Peter Pappas, AB, PhD, *Boston University,* Professor of Chemistry

Stephen K Parrott, BS, MS, PhD, *University of Michigan,* Professor of Mathematics and Computer Science

Pauline Parsons, BS, *Pennsylvania State University,* MA, *Wellesley College,* Assistant Professor of Biology

David N Patterson, AB, *Washington University,* AM, PhD, *Harvard University,* Associate Professor of Music

Franklin K Patterson, BA, *Occidental College,* MA, *University of California, Los Angeles,* PhD, *The Claremont Graduate School,* Boyden Professor of Political Science

Diane Paul, BA, *Rutgers University,* MA, *City College of New York,* PhD, *Brandeis University,* Associate Professor of Political Science

Mark Peattie, BA, *Pomona College,* MA, *Stanford University,* PhD, *Princeton University,* Professor of History and East Asian Studies (on leave, 1985-86)

William A Percy, BA, *University of Tennessee,* MA, *Cornell University,* MA, PhD, *Princeton University,* Professor of History

Vincent Petronella, BA, *City College of New York,* MA, *University of Oregon,* PhD, *University of Massachusetts, Amherst,* Professor of English (on leave, fall 1985)

Michel Philip, License Es Lettres Classiques, *University of Paris,* Agrégation des Lettres Classiques, *École Normale Supérieure,* Professor of French

Ronald E Pollto, BS, MS, EdD, *Boston University,* Associate Professor of Art

Martin Posner, BA, *University of California,* PhD, *Princeton University,* Associate Professor of Physics

Michael Potepan, BA, *California State University,* Instructor of Economics

George Pottinger, BD, *Richmond College, London University,* STM, PhD, *Boston University,* Assistant Professor of Black Studies

Richard H Powers, BA, MA, PhD, *Ohio State University,* Professor of History

Robert Prins, BM, MM, *Indiana University,* Associate Professor of Music

Roger W Prouty, BA, *Harvard College,* MA, PhD, *Columbia University,* Professor of History (on leave, spring 1986)

Elaine Pugh, BA, *Tennessee Wesleyan College,* MA, *University of Birmingham,* PhD, *Ohio State University,* Assistant Professor of English

Martin Quitt, BA, *Brandeis University,* MA, PhD, *Washington University,* Professor of History

Jennifer Radden, BA, *University of Melbourne,* BPhil, DPhil, *Oxford University,* Lecturer in Philosophy

Henry Raimondo, BS, *Saint Peter's College,* MA, PhD, *University of Wisconsin,* Assistant Professor of Economics

DVGLN Rao, BS, MA, PhD, *Andhra University,* Professor of Physics

Nathaniel C Raymond, AB, *Boston University,* MA, PhD, *Brandeis University,* Associate Professor of Latin American Studies

John Reardon, BS, *Northeastern University,* PhD, *Boston University,* Associate Professor of Chemistry

Wornie Reed, BS, *Alabama State University,* MA, PhD, Boston University, Associate Professor of Black Studies

Suzanne Relyea, BA, *New York University,* MPhil, PhD, *Yale University,* Associate Professor of French

Michael Rex, BA, *Indiana University,* PhD, *Harvard University,* Associate Professor of Biology

Theodore Richer, BA, *University of Minnesota,* MFA, *University of Iowa,* Assistant Professor of English

Robert Risse, BA, *Grinnell College,* MA, PhD, *Washington University,* Associate Professor of Art

Richard Robbins, BA, *Brooklyn College,* MA, *Washington State University,* PhD, *University of Illinois,* Professor of Sociology

Louis E Roberts, BA, *Bowdoin College,* MA, *Boston University,* PhD, *University of Massachusetts,* Associate Professor of Theatre Arts

Carole Robinson, BA, *Radcliffe College,* MA, PhD, *Brandeis University,* Assistant Professor of English

Eric Robinson, BA, MA, *Jesus College, Cambridge University,* Professor of History

Bernard Rosenblatt, AB, *University of New Hampshire,* PhD, *Clark University,* Professor of Psychology

Hephzibah Roskelly, BA, *Murray State University,* MA, PhD, *University of Louisville,* Assistant Professor of English

Barbara Ross, BA, MA, PhD, *University of New Hampshire,* Associate Professor of Psychology

Lois Rudnick, BA, *Jackson College,* MA, *Tufts University,* PhD, *Brown University,* Associate Professor of English

Joseph Russell, MA, PhD, *Boston College,* Lecturer in Mathematics and Computer Science

Alvan S Ryan, BA, *University of Massachusetts,* MA, *Harvard University,* PhD, *State University of Iowa,* Professor of English Emeritus

James J Ryan, BA, *Queen's College,* MA, PhD, *University of Wisconsin,* Professor of Spanish

Fuad Safwat, BSC, *University of Baghdad,* MA, PhD, *Washington University,* Associate Professor of Biology

George Salzman, BS, *Brooklyn College,* MS, PhD, *University of Illinois,* Professor of Physics

Ina Samuels, BA, *University of California, Los Angeles,* PhD, *University of Chicago,* MA, PhD, *University of Michigan,* Associate Professor of Psychology (on leave, fall 1985)

Faculty

Nellie Sánchez-Arce, BA, *Universidad de Puerto Rico,* MA, *Mount Holyoke College,* PhD, *University of Pennsylvania,* Associate Professor of Spanish

Pancho Savery, BA, *Stanford University,* MA, PhD, *Cornell University,* Assistant Professor of English

Priscilla Sawa, BA, *Connecticut College,* MAT/ESL, *School for International Training,* Instructor of ESL

Geza Schay, Jr, BA, *Eotvos University,* PhD, *Princeton University,* Professor of Mathematics and Computer Science

Maxwell Schleifer, AB, *Harvard College,* MA, PhD, *Boston University,* Professor of Psychology

Susan Schneider, BA, *Barnard College,* MA, *University of California, Berkeley,* PhD, *University of Texas,* Associate Professor of History

R Joseph Schork, BA, *College of the Holy Cross,* DPhil, *Oxford University,* Professor of Classics

Ron Schreiber, BA, *Wesleyan University,* MA, PhD, *Columbia University,* Associate Professor of English

Russell K Schutt, BA, MA, PhD, *University of Illinois, Chicago Circle,* Assistant Professor of Sociology

Karlene Schwartz, BS, MS, *University of Wisconsin,* Part-time Lecturer in Biology

Lloyd Schwartz, BA, *Queens College,* MA, PhD, *Harvard University,* Associate Professor of English

Lowell M Schwartz, BS, *Massachusetts Institute of Technology,* MS, *California Institute of Technology,* PhD, *Massachusetts Institute of Technology,* Professor of Chemistry

Steven Schwartz, BS, *City College of New York,* AM, PhD, *University of Illinois, Urbana,* Associate Professor of Psychology (on leave, spring 1986)

Edna Seaman, BS, *Brooklyn College,* PhD, *University of Illinois, Urbana,* Associate Professor of Biology

Robert Seely, BS, *Haverford College,* PhD, *Massachusetts Institute of Technology,* Professor of Mathematics and Computer Science

Lester A Segal, BSS, *City College of New York,* MA, *Ohio State University,* PhD, *Columbia University,* Associate Professor of History

Nareshchandra P Shah, BS, MS, *University of Louisville,* PhD, *Stanford University,* Assistant Professor of Physics

John Shane, BA, *University of Maine,* PhD, *Massachusetts Institute of Technology,* Associate Professor of Physics

Mary Shaner, BA, *Duke University,* MA, PhD, *University of Illinois,* BLitt, *Oxford University,* Associate Professor of English

Marshall Shatz, BS, *Harvard College,* MA, PhD, *Columbia University,* Associate Professor of History

Penelope Shaw, BA, MA, PhD, *University of Michigan,* Assistant Professor of English

Michael Shiarls, BS, *University of Maryland,* MS, *Colorado State University,* PhD, *University of Tennessee,* Assistant Professor of Biology

Charles Shiveley, AB, *Harvard College,* MS, *University of Wisconsin,* PhD, *Harvard University,* Professor of Law and Justice

Melissa Shook, BA, *Goddard College,* Assistant Professor of Art

Robert Shope, AB, *Princeton University,* MA, PhD, *Harvard University,* Professor of Philosophy

R Timothy Sieber, BA, *Haverford College,* MA, PhD, *New York University,* Associate Professor of Anthropology

AP Simonds, AB, PhD, *Harvard University,* Associate Professor of Political Science

Dan Simovici, BS, MS, *Polytechnical Institute of Jassy,* PhD, *University of Bucharest,* Professor of Mathematics and Computer Science

George Slover, BA, *University of Pennsylvania,* MFA, *Yale University,* MA, PhD, *Indiana University,* Associate Professor of English

Loretta Slover, BA, *St Johns University,* MA, PhD, *Harvard University,* Lecturer in Spanish and Portuguese

Carol Smith, BA, *Brown University,* PhD, *Harvard University,* Assistant Professor of Psychology

George Smith, Jr, BA, *University of Virginia,* MA, *University of California,* PhD, *University of Virginia,* Associate Professor of English (on leave, 1985-86)

Louise Smith, BA, *University of Michigan,* MA, *University of California, Berkeley,* PhD, *University of Virginia,* Assistant Professor of English

Malcolm Smuts, BA, *Yale University,* PhD, *Princeton University,* Associate Professor of History

Catherine M Sobota, BA, PhD, *University of Pittsburgh,* Associate Professor of Women's Studies

S Shula Sommers, AB, *The Hebrew University,* MA, PhD, *Boston University,* Associate Professor of Psychology (on leave, 1986)

Marilyn Sorenson, BA, *University of Utah,* MA, *Boston College,* Licence de Concert, *L'Ecole Normale de Musique,* Instructor in French

Robert H Spaethling, BA, MA, PhD, *University of California, Berkeley,* Professor of German (on leave, fall 1985)

Robert W Spayne, BS, *Worcester State College,* MA, *Oberlin College,* PhD, *Clark University,* Professor of Geography and Earth Science

John D Spence, AB, *Grinnell College,* JD, *Harvard Law School,* PhD, *Massachusetts Institute of Technology,* Associate Professor of Political Science

Suzanne Spencer-Wood, BA, *Mount Holyoke College,* MA, *Northwestern University,* PhD, *University of Massachusetts,* Assistant Professor of Anthropology

Robert Steamer, BA, *Bucknell University,* MA, *University of Virginia,* PhD, *Cornell University,* Professor of Political Science

Monique Stern, Baccalaureat, *Lycee Marcellin Berthelot,* MA, *University of Paris,* PhD, *University of Maryland,* Associate Professor of French

Mary H Stevenson, BA, *Brandeis University,* PhD, *University of Michigan,* Associate Professor of Economics

Joann Stewart, BA, *St Lawrence University,* MA, PhD, *Boston University,* Professor of Economics

Sharon Stichter, BA, *Beloit College,* PhD, *Columbia University,* Associate Professor of Sociology (on leave, 1986)

Nancy Stieber, AB, *Radcliffe College,* MA, *University of Michigan,* Lecturer in Art

Taylor Stoehr, BA, *Boston College,* MA, PhD, *University of California, Berkeley,* Professor of English (on leave, spring 1986)

Bernard A Stotsky, BS, *City College of New York,* MA, PhD, *University of Michigan,* MD, *Western Reserve Medical School,* Professor of Psychology

Edward Strickland, BA, MA, PhD, *New York University,* Associate Professor of Psychology

Deborah Sussewell, BS, *Brown University,* MA, PhD, *University of Maryland,* Assistant Professor of Psychology

Robert Swartz, BA, PhD, *Harvard University,* Professor of Philosophy

Helen Tager-Flusberg, BS, *University College, London,* PhD, *Harvard University,* Associate Professor of Psychology

Daisy Tagliacozzo, BA, *Boston University,* PhD, *University of Chicago,* Professor of Sociology

Michiko Takaki, BA, *Lindenwood College,* MA, *Southern Illinois University,* PhD, *Yale University,* Associate Professor of Anthropology

Taffee T Tanimoto, BA, *University of California, Los Angeles,* SM, *University of Chicago,* PhD, *University of Pittsburgh,* Professor of Mathematics and Computer Science (on leave, spring 1986)

Nicholas Tawa, BA, *Harvard College,* MA, *Boston University,* PhD, *Harvard University,* Associate Professor of Music

Richard Tenney, BA, *University of California, Los Angeles,* MS, PhD, *Cornell University,* Associate Professor of Mathematics and Computer Science

Brian Thompson, BA, MA, PhD, *Harvard University,* Associate Professor of French

Harold Thurman, BA, *University of Kentucky,* MA, *University of Louisville,* Professor of Art

Glen E Tinder, BA, *Pomona College,* MA, *Claremont Graduate School,* PhD, *University of California, Berkeley,* Professor of Political Science

John Tobin, BS, *Boston College,* MA, PhD, *University of Toronto,* Professor of English

Michael B Tomlinson, BA, *Reed College,* MS, PhD, *University of Oregon,* Assistant Professor of Mathematics and Computer Science

Faculty

Esther Torrego, Licenciada en Filosofia y Letras, Doctora en Filosofia y Letras, *Universidad de Madrid,* Assistant Professor of Spanish
Raymone Torto, BA, MA, PhD, *Boston College,* Associate Professor of Economics
Joseph Tribble, BA, *Boston College,* MA, PhD, *Harvard University,* Associate Professor of English
Richard Truesdell, BS, MS, *Northeastern University,* PhD, *Boston College,* Associate Professor of Mathematics and Computer Science (on leave, spring 1986)
Paul Tucker, BA, *Williams College,* MA, PhD, *Yale University,* Associate Professor of Art (on leave, fall 1985)
Patricia Turner, BS, *State University College at Oneonta,* MA, *University of California, Berkeley,* Instructor of Black Studies
Elizabeth Useem, BA, *Northwestern University,* MAT, EdD, *Harvard University,* Associate Professor of Sociology
Primo Vannicelli, BA, *Occidental College,* MA, PhD, *Harvard University,* Associate Professor of Political Science
Claire Van Ummersen, BS, MS, PhD, *Tufts University,* Associate Professor of Biology (on leave, 1985-86)
Hans van Willigen, BA, PhD, *University of Amsterdam,* Professor of Chemistry
Cornelia Veenendaal, BA, *University of Massachusetts,* MA, *Yale University,* Associate Professor of English (on leave, 1985-86)
Gerald C Volpe, BA, *College of the Holy Cross,* MA, *Fordham University,* PhD, *Princeton University,* Associate Professor of French and Italian
Eleanor Wachs, BA, *Hunter College,* MA, *City College of New York,* PhD, *Indiana University,* Assistant Professor of English
Adorna Walla, BA, MA, PhD, *Radcliffe College,* Associate Professor of Spanish
Gordon Wallace, BS, *Antioch College,* PhD, *University of Rhode Island,* Associate Professor of Environmental Science
Hubert E Walters, BA, *North Carolina Central University,* MM, *East Carolina University,* Associate Professor of Music
Chi-Hua Wang, BS, *St John's University,* PhD, *St Louis University,* Professor of Chemistry
James Ward, BA, *Adrian College,* MA, *University of Michigan,* PhD, *Harvard University,* Associate Professor of Political Science
Mary Helen Washington, BA, *Notre Dame College,* MA, PhD, *University of Detroit,* Associate Professor of English
Paul Watanabe, BS, *University of Utah,* MA, PhD, *Harvard University,* Associate Professor of Political Science (on leave, fall 1985)
Renee Watkins, BA, *Radcliffe College,* MA, PhD, *Harvard University,* Associate Professor of History
Nevin Weaver, BA, *Southwestern University,* MS, PhD, *Texas A&M,* Professor of Biology
Walter E Weibrecht, BS, *Franklin and Marshall College,* PhD, *Cornell University,* Associate Professor of Chemistry
Robert Weiner, BA, *Brandeis University,* MA, PhD, *New York University,* Professor of Political Science (on leave, 1985-86)
Robert Weiss, BS, *University of Buffalo,* MA, PhD, *University of Michigan,* Professor of Sociology
Richard White, BA, *University of Rochester,* PhD, *Washington University,* Professor of Biology (on leave, Fall 1985)
Garrison H Wilkes, BA, *Pomona College,* PhD, *Harvard University,* Professor of Biology (on leave, 1985-86)
Frederick Willey, BA, *Bowdoin College,* MA, PhD, *Harvard University,* Associate Professor of English
Julie Winch, BA, *Cambridge University,* MA, PhD, *Bryn Mawr College,* Assistant Professor of Black Studies and Adjunct Assistant Professor of History
William G Witthoft, PhB, BS, MS, *University of Chicago,* PhD, *Illinois Institute of Technology,* Associate Professor of Mathematics in Engineering
Harold Wolozin, BS, *Tufts University,* PhD, *Columbia University,* Professor of Economics
Dennis H Wortman, BS, *University of Maryland,* PhD, *Massachusetts Institute of Technology,* Assistant Professor of Mathematics and Computer Science
Richard Yarde, BFA, MFA, *Boston University,* Professor of Art
Richard T Yelle, BA, *St Anselm's College,* MS, *University of New Hampshire,* Assistant Professor of Biology
Vivian Zamel, BA, *City College of New York,* MA, *Boston University,* MA, EdM, PhD, *Columbia University,* Assistant Professor of English
Leverett J Zompa, BS, *Merrimack College,* MS, *College of the Holy Cross,* PhD, *Boston College,* Professor of Chemistry

The College of Management

The College

The College of Management (CM) has offered a Bachelor of Science degree in Management since 1975. In the fall of 1983 the College expanded its offerings to include a Master of Business Administration degree program. Today the undergraduate program enrolls over 1700 students, and its graduates can be found in managerial positions in private and public institutions throughout the country.

The College of Management equips students with the intellectual and professional skills needed to pursue careers in business and industry, government and education, public interest agencies and private service organizations. The four-year curriculum leads to a Bachelor of Science degree in management. By fulfilling requirements of general education, management and elective course work, undergraduates are prepared not only with the theoretical, technical, and functional training they will need to succeed as professionals, but also with the solid liberal arts background essential to professional and personal development. With the perspective gained through this curriculum, students leave CM with specific job-related skills and richer social, cultural and scientific understanding of the world in which they will use those skills. In its entirety, the curriculum emphasizes economic theories and quantitative analyses, behavioral sciences, and social responsibility. Specific objectives of the curriculum are:

Knowledge of
- management functions and processes
- legal, social, political, economic and other environmental systems
- research theory and methods
- organizations, administrative behavior and information systems

Attitudes toward
- one's self as a person and as a manager
- subordinates, associates and superiors
- change

Skills and concepts in
- planning and decision-making
- problem-solving and research
- initiating, implementing and adapting to change
- communicating, both orally and in writing

Degree Requirements

To qualify for the Bachelor of Science degree, CM students must successfully complete course work specified by both the general education and management requirements, pass the College's Writing Proficiency Examination and meet all University criteria for graduation.

Specific CM degree requirements are as follows:

General Education

To insure that its students develop intellectual depth and discipline, the College requires that they devote a substantial portion of their curriculum to general education. Students fulfill the overall general education requirement by course work in three areas: Essential Skills, Fields of Study, and Disciplinary Specialization.

Essential Skills

Writing Proficiency Examination

Management students must demonstrate their ability to write clearly and effectively by passing the College of Management Writing Proficiency Examination. The examination is offered twice each semester by the Department of Essential Skills (M/5/403). The College offers a variety of courses, labs and tutorials to help students prepare themselves for the examination.

ESM 110: Expression of Critical Thought
Freshmen and transfer students entering the College with fewer than 30 credits are required to take ESM 110.

ESM 210: Critical Thinking and Writing
Students who have not passed the CM Writing Proficiency Examination by the time they have completed 30 credits are required to take ESM 210.

ESM 211: Writing and Managerial Thinking
Students who have passed ESM 210 and have taken, but not passed the Writing Proficiency Examination are eligible to take ESM 211. The course must be taken "Pass/Fail", with "Pass" signifying "Proficiency". Passing ESM 211 satisfies the College's Writing Proficiency Examination requirement.

Fields of Study

Each student must successfully complete *one* course in *each* of the *five* fields of study. The College does not dictate specific course requirements for any field. Rather, from any of the several disciplines of the arts and sciences, each student selects a course appropriate for the given field of study and justifies that choice to his/her academic advisor. The five fields of study are:

Aesthetics
Comparative Cultures
Human Behavior
Morals and Values
Physical World

Disciplinary Specialization

Concentrated study in one of the arts and sciences disciplines is required. Each student must complete *three* College of Arts and Sciences courses *at or above the 200 level* within the same academic department. A course elected to fulfill a field of study may not also be used toward the disciplinary specialization requirement.

Management Requirement

Management students fulfill Management requirements by completing all *foundation* and *management core* courses as well as courses in an area of *concentration*.

1. Foundation Courses
   The foundation segment consists of courses in basic quantitative skills, economics, and management ethics.

Econ E101	Introductory Economics I
Econ E102	Introductory Economics II
Math D110	Basic Algebra
MGT 220	Ethics and Management
MS 110	Introduction to Computers in Management
MS 210	Managerial Statistics
MS 211	Quantitative Analysis

2. Management Core Courses
   Management Core courses provide a background in managerial theory and practice. Degree candidates must complete all *nine* management core courses.

AF 210	Financial Accounting
AF 211	Managerial Accounting
MGT 301	Theory and Practice of Management
MGT 302	Organizational Behavior
MS 301	Operations Management
AF 301	Financial Management
MKT 301	Principles of Marketing
MGT 330	Business Environment and Public Policy
MGT 490	Business Policy
or	
MGT 491	Strategic Planning and Policy in the Public Sector

The College

3. Management Concentration Courses
Concentration courses provide depth of knowledge within a specific area. Although all students in the College of Management receive a BS in Management, students in their junior year choose an area of further concentration within a department.

- *Accounting and Finance Department*
  Accounting
  Private Financial Management
  Public Financial Management
- *Management Department*
  Public Management
  Human Resources Management
  General Management
- *Management Sciences Department*
  Management Information Systems
  Manufacturing Operations Management
  Service Operations Management
  Decision Sciences
- *Marketing Department*
  Marketing

Students concentrate on completing their general education and Management Foundation coursework during their first two years of study. Most Management Core and all concentrations coursework is taken after students attain junior standing.

Internships

Students are encouraged to take advantages of opportunities for part-time work experience in their area of concentration. On-site supervisors and faculty sponsors provide guidance and supervision for each intern. Students are eligible to participate in the internship program upon completion of the following:

- a minimum of 75 credits toward graduation
- 21 credits in the Management Core
- one concentration course

Further information may be obtained from the Office of Cooperative Education (W/2/205).

Transfer Credit From Other Colleges and Universities

College of Management students who wish to take courses outside UMass/Boston must obtain a written prior approval from the Office of Student Services. A substitute for a management concentration course must also be approved by the chair of the department offering the course.

College of Management Residency Requirement

The College of Management requires that the following be completed *in residence:*

- a minimum of 15 credits in the Management Core
- a minimum of 9 credits in the Management Concentration

University Degree Requirements

Degree candidates must have a total of 120 credits. At least 30 credits must be completed in residence at the University of Massachusetts at Boston. Students are required to file a diploma card in the fall in the Office of the Registrar after the completion of 84 credits. A minimum cumulative average of 2.00 is required for the awarding of the degree.

Transfer Student Information

Transfer students are accepted into the College of Management from other colleges at UMass/Boston as well as from other universities. Students from other colleges or universities should contact the Office of New Student information (617-929-8600) for transfer student application information. Students from other colleges at UMass/Boston should contact the CM Office of Student Services for intercollege transfer application information. A maximum of 66 transfer credits will be accepted from two-year institutions, and a maximum of ninety credits will be accepted from four-year institutions.

Students who plan to transfer into the College of Management are encouraged to complete macro- and micro-economics, financial accounting, and managerial accounting as well as college algebra during their freshman and sophomore years.

Pass/Fail Regulations

Students may take up to a maximum of eight courses in their college work on a pass/fail basis. Management students, however, *may not* take any general education, foundation, core or concentration courses on a pass/fail basis.

Academic Advising

College Advisors are available by appointment or on a walk-in basis in the Office of Student Services (M/3/415) for students enrolled in the College of Management. Students who wish information regarding transfer into the College of Management are invited to attend a curriculum advising workshop. These workshops are scheduled weekly throughout the semester. Information on these sessions can be obtained from the Office of Student Services.

Department of Accounting and Finance

Faculty

Lal C Chugh, Chairperson and Associate Professor; Professor Joseph A McHugh; Associate Professors Reza Espahbodi, Marc A Louargand, Herbert L Lyken, Douglas B Wilson; Assistant Professors John E Coleman, Pouran T Espahbodi, Eustace A Phillip, Arthur E Reed, Lee B Staebler, Haroldene F Wunder; Lecturers Michael A Ficara, William E Seltz, Lenos G Trigeorgis

The Department

The Department of Accounting and Finance offers concentrations in Accounting, Private Financial Management, and Public Financial Management to prepare students for a range of careers in public, private, or not-for-profit organizations. The department offers courses giving students a solid grounding in accounting or finance to enhance their professional preparation regardless of specific concentrations as well as specialized, upper-level courses qualifying students for individual professional pursuits. Moreover, the department offers sequences of courses, detailed below, that give students the necessary qualifications for various professional certifications.

Concentrations

Accounting

The concentration in Accounting gives students a broad understanding of accounting theory and technique in preparation for the full range of career opportunities in the private, public, and non-profit sectors. The Accounting concentration is appropriate for students who seek the necessary range and depth in their academic preparation for careers in financial management such as accounting, comptrolling, and auditing (both internal and external).

Requirements

- AF 310 Intermediate Accounting I
- AF 311 Intermediate Accounting II
- AF 411 Cost Accounting
- AF 450 Federal Taxation I

and one of the following:

- AF 410 Advanced Accounting
- AF 470 Financial Auditing
- AF 471 Managerial Auditing

The concentration also offers three additional programs that prepare students for professional certification as public accountants (CPA's), internal auditors (CIA's), and managerial accountants (CMA's). Students should take careful note that requirements for professional certificates demand highly specialized coursework; therefore, prior to electing such a program of study, all students should talk with faculty advisors.

Certified Public Accountant (CPA). Students planning careers as CPA's should follow a special program to meet the requirements of the various state statutes regulating eligibility for the CPA examination:

- AF 310 Intermediate Accounting I
- AF 311 Intermediate Accounting II
- AF 410 Advanced Accounting
- AF 411 Cost Accounting
- AF 450 Federal Taxation I
- AF 451 Federal Taxation II
- AF 470 Financial Auditing
- MGT 431 The Law of Business Transactions

Certified Internal Auditor (CIA). Students preparing for careers as certified internal auditors (CIA) should plan a special program around the requirements recommended by the Institute of Internal Auditors. As a minimum, the program should include:

- AF 310 Intermediate Accounting I
- AF 311 Intermediate Accounting II
- AF 411 Cost Accounting
- AF 471 Managerial Auditing

as well as other courses from the Accounting, Finance and Management Sciences offerings. Students should consult CIA literature early in the senior year to obtain the latest requirements and application dates for the certification examination.

Certified Managerial Accountant (CMA). Students intending to sit for the Certificate in Management Accounting (CMA) should plan a special program around the requirements set by the Institute of Management Accounting of the National Association of Accountants. As a minimum the program should include:

- AF 310 Intermediate Accounting I
- AF 311 Intermediate Accounting II
- AF 411 Cost Accounting
- AF 471 Managerial Auditing

Other courses should be selected from the Accounting, Finance, Management, and Management Science offerings. Students should consult literature from the Institute of Management Accounting early in their senior year to obtain the latest requirements and application dates for the certifying examination.

Private Financial Management

The Private Financial Management concentration provides students with a broad understanding of financial theory and technique. From course work, students acquire the knowledge and skills to prepare for jobs as comptrollers, treasurers, investment bankers, or to take on other challenging jobs in financial management.

Requirements

- AF 401 Business Finance
- AF 420 Theory of Finance
- AF 430 Financial Institutions and Markets

Two of the following:

- AF 310 Intermediate Accounting I
- AF 450 Federal Taxation I
- AF 460 Investment Management
- AF 465 Small Business Financial Management
- AF 471 Managerial Auditing

Early in the senior year, students interested in certification as Chartered Financial Analysts (CFA's) should consult literature from the Institute of Chartered Financial Analysts for requirements and examination dates and should then follow the appropriate program of study.

Public Financial Management

The Public Financial Management concentration prepares students for public sector resource management. Governmental units at federal, state, and local levels need qualified professionals for auditing, accounting, and budgeting, as well as for taxation and finance. Consulting and accounting firms and non-profit organizations also require these same professionals.

Requirements

- AF 431 Financial Management of Government Institutions
- AF 432 Public Budgeting Systems
- AF 433 Accounting for Nonbusiness Organizations
- AF 471 Managerial Auditing
- MGT 403 Introduction to Public Management

Accounting and Finance

AF 210 Financial Accounting
Staff
Presents the theory and techniques of financial accounting. The course encompasses the basic functions of collecting, processing, and reporting accounting information for interested third parties (e.g. owners, investors, and government) and enables students to analyze, interpret, and use accounting information effectively.
3 Lect Hrs
3 Credits

AF 211 Managerial Accounting
Staff
Presents the theory and technique of managerial accounting, from the particular perspective of the manager. The course covers the identification and analysis of the behavior of costs within the organization, and illustrates how managers use such knowledge for planning and control. Major topics include responsibility accounting, comprehensive and cash budgeting, and standard job order and process cost systems.
Prerequisite: AF 210.
3 Lect Hrs
3 Credits

AF 301 Financial Management
Staff
Introduces financial management, both short term and long term, including working capital management and budgeting, leverage, debt capacity, dividend policy, and time-value of money. The course also acquaints students with the kinds of securities issued by public and private entities.
Prerequisite: AF 210.
3 Lect Hrs
3 Credits

AF 310 Intermediate Accounting I
Staff
Develops students' knowledge of financial accounting theory. The course puts particular emphasis on the application of theory and practical problems arising from limitations of traditional financial statements. The course provides similar in-depth analysis of asset and current liability items.
Prerequisite: AF 210.
3 Lect Hrs
3 Credits

AF 311 Intermediate Accounting II
Staff
Continues to develop accounting theory, using principles, concepts as well as accounting pronouncements to analyze and resolve accounting issues. Students acquire an understanding of issues unique to corporations and complete the study of the balance sheet by examining long-term debt and equity items.
Prerequisite: AF 310.
3 Lect Hrs
3 Credits

AF 401 Business Finance
Staff
Examines in detail the management of financial resources. The course contrasts the kinds of information and procedures available to internal and external analysts. Students learn through case study to recognize financial implications of business problems, select appropriate techniques to resolve particular problems, and make decisions regarding specific problems.
Prerequisite: AF 301 or permission of instructor.
3 Lect Hrs
3 Credits

AF 410 Advanced Accounting
Staff
Improves and increases the skills students acquire in AF 310-311. The course focuses on the tools of accounting necessary for mergers and acquisitions, transfer pricing, foreign operations, partnerships, governmental and not-for-profit organizations, and fiduciaries.
Prerequisites: AF 310 and 311.
3 Lect Hrs
3 Credits

AF 411 Cost Accounting
Staff
Examines the design, implementation, and operation of cost accounting systems. With primary emphasis on cost analysis in manufacturing, the course explores cost standards, actual performance, and variables. To a lesser extent, the course also applies concepts of cost accounting to manufacturing and service organizations.
Prerequisites: AF 211 and 310.
3 Lect Hrs
3 Credits

AF 420 Theory of Finance
Staff
Provides students with the analytical techniques necessary to complete the varied assignments a financial manager or analyst might receive. The course considers the theoretical background and practical examples of various analytical techniques as well as the benefits and shortcomings of each technique. Major topics include asset management, capital budgeting, and valuation theory.
Prerequisite: AF 301 or permission of instructor.
3 Lect Hrs
3 Credits

AF 430 Financial Institutions and Markets
Staff
Introduces financial institutions and their role in the U.S. economy. The course examines the managerial issues and problems unique to insurance companies, banks, brokerage firms, and security markets, as well as other financial institutions.
Prerequisite: AF 301; AF 401 strongly recommended as preparation or to be taken concurrently.
3 Lect Hrs
3 Credits

AF 431 Financial Management of Government Institutions
Staff
Develops students' knowledge of how public agencies manage resources (revenues and inventories), expenditures, and debts. The course integrates the management and accounting techniques necessary to solve the financial problems of public debt policy and current and capital budgeting.
Prerequisite: AF 301 or permission of instructor.
3 Lect Hrs
3 Credits

AF 432 Public Budgeting Systems
Staff
Examines public budgeting at the federal, state, and local levels. The course emphasizes the manager's use of budgeting in the planning, evaluation, and control of public programs, as well as the recent federal reforms in the budgeting process, the analytical tools for budgeting, and the application of program-based budgeting at all governmental levels. The future direction of public budgeting will also be considered.
Prerequisite: AF 301 or permission of instructor.
3 Lect Hrs
3 Credits

AF 433 Accounting for Non-business Organizations
Staff
Develops the specialized knowledge of finance and accounting necessary for the successful financial management of non-business organizations such as governmental agencies, foundations, hospitals, and universities. The course particularly stresses fund accounting as well as the accounting principles appropriate to such organizations.
Prerequisite: AF 310.
3 Lect Hrs
3 Credits

AF 450 Federal Taxation I
Staff
Studies the law and procedures of the federal income taxation of individual taxpayers. The course presents the income tax concepts of gross income recognition, deductions, tax credits and the effects of property transactions.
Prerequisite: AF 210.
3 Lect Hrs
3 Credits

AF 451 Federal Taxation II
Staff
Applies the income tax concepts presented in AF 450 to corporations, partnerships, Subchapter S corporations, trusts, and estates. The course introduces the concepts of the federal gift tax and the federal estate tax.
Prerequisite: AF 450.
3 Lect Hrs
3 Credits

Accounting and Finance

AF 460 Investment Management
Staff
Prepares students for work in firms that invest in financial instruments. The course examines those investor characteristics which determine the appropriateness of financial instruments, the analysis and selection of securities to satisfy investors' needs, and the markets in which exchanges of securities take place.
Prerequisite: AF 301.
3 Lect Hrs
3 Credits

AF 462 Purchasing and Materials Management
Staff
Studies the principles and techniques underlying the organization and management of the procurement function. The course considers the purchasing function as it relates to other management functions in the modern profit or nonprofit enterprise.
Prerequisite: Permission of instructor.
3 Lect Hrs
3 Credits

AF 465 Small Business Financial Management
Staff
Examines the formation and management of both profit and non-profit small organizations, those with personnel of under 100. The course emphasizes analytical tools and managerial concepts most useful to small organizations for personnel organization, financing, and marketing. Specific topics include finding opportunities, appraising potential for success, raising capital, negotiating price and terms for funding or purchase, as well as operational problems appearing at various stages in the life cycle of a small enterprise.
Prerequisite: AF 301 or permission of instructor.
3 Lect Hrs
3 Credits

AF 470 Financial Auditing
Staff
Encompasses both the theory and technique of financial auditing. The course examines the professional role of the auditor, along with its operational, ethical, and legal implications. The course gives students the opportunity to practice evidence-gathering, recording, and decision-making by using a simulated audit case. Students will also study communication techniques and reporting responsibility.
Prerequisite: AF 311.
3 Lect Hrs
3 Credits

AF 471 Managerial Auditing
Staff
Evaluates activities at all levels of operations to improve either profitability in the private sector or operational performance in the public sector. The course presents the conceptual foundations of auditing, as well as the practical application of auditing techniques to the public and private sectors. Cases drawn from both corporate and governmental audits will illustrate the "real world" dilemmas of managerial auditing.
Prerequisites: 3 Concentration Courses.
3 Lect Hrs
3 Credits

AF 478 Special Topics in Accounting and Finance
Staff
Addresses a specific topic of accounting or finance. *Special Topics* courses are offered as one-time supplements to the department's curriculum. Descriptions of *Special Topics* courses are available during advance registration.
3 Lect Hrs
3 Credits

AF 480 Accounting and Finance Internship
Staff
Provides students with opportunities for full- or part-time work experience in an accounting and finance setting. On-site supervisors and faculty sponsors provide guidance and supervision for each intern.
Prerequisite: Enrollment in the CM degree program as an Accounting/Finance concentrator.
3 Credits

AF 485 Small Business Practicum
Staff
Provides students with opportunities to apply management training principles to selected small business concerns. The course, offered in cooperation with the Small Business Administration, lets students offer management counseling and technical assistance to small organizations. Students work in teams with faculty guidance.
Prerequisite: Completion of Core requirement or permission of instructor.
3 Credits

AF 488 Independent Study
Staff
A student-initiated research project on an accounting or finance topic, supervised by a member of the accounting and finance faculty. The course is open to a limited number of students each semester.
3 Credits

The Department of Essential Skills

Faculty

Cathryn A Nelson, Chairperson and Associate Professor; Associate Professor Mark A Schlesinger; Assistant Professors Robert E Bertone, Marlene G Fine, Joan M Moon

The Department

The Department of Essential Skills provides courses, tutorials and non-credit workshops to insure that students acquire and demonstrate proficiency in reasoning and communication. The department also administers the Writing Proficiency Examination. The Essential Skills Department offers no concentrations.

ESM 110 Expression of Critical Thought
Staff
Introduces students to reasoning and communication essential to problem solving. The course gives students an initial exposure to the methodology of their future upper-level courses and is therefore *required of all freshmen during their first semester.*
3 Lect Hrs
3 Credits

ESM 210 Critical Thinking and Writing
Staff
Offers instruction and practice in the writing of persuasive, analytical prose. The course encourages students to write with the clarity and coherence necessary for managerial problem solving. It is *required for students who have not passed the College of Management Writing Proficiency Examination by the time they have earned 30 credits.*
3 Lect Hrs
3 Credits

ESM 211 Writing and Managerial Thinking
Staff
Builds on the critical thinking and writing skills students develop in ESM 210 and extends those skills to managerial thinking and writing. The course emphasizes clarity and structure in case analysis and project reports. *Prerequisites: ESM 210 and permission of instructor.*
3 Lect Hrs
3 Credits

ESM 301L; 302L Essential Skills Labs in Human Resources Management I and II
Staff
Provide optional, additional opportunities for students in MGT 301 and MGT 302 to write and think about concepts and issues of human resource management. The labs, using instruction in case analysis (301L) and other exercises, help students sharpen their critical skills and improve their writing.
1 Credit (each)

ESM 478 Special Topics in Essential Skills
Staff
Addresses a specific topic in Essential Skills. *Special Topics* courses are offered as one-time supplements to the department's curriculum. Descriptions of *Special Topics* courses are available during advance registration.
3 Lect Hrs
3 Credits

Department of Management

Faculty

Candace Hetzner, Chairperson and Assistant Professor; Professor Gunther Boroschek; Associate Professors Robert C Terrill, Joan C Tonn, Patricia L Wilkie; Assistant Professors Jeanne M Aurelio, Arthur A Goldsmith, Maryellen R Kelley, Allyn A Morrow, Michael A Novak, Philip L Quaglieri, Joseph Reed, Vivien A Schmidt; Instructor Marlene Benjamin; Lecturers Ellen Greenberg, William J Murphy

The Department

The Department of Management offers concentrations in Human Resources Management, General Management, and Public Management. In addition to offering courses that examine the broad, conceptual issues of management, the department helps students acquire skills in developing human resources and solving "people problems."

Concentrations

General Management

The concentration in General Management prepares students for a wide range of staff-planning or operations level careers in a variety of organizational settings. The concentration provides students with in-depth study of the structural and behavioral dimensions of organizations and how these may be analyzed, altered, and assessed for more effective management.

Requirements

- MGT 401 Personnel Management Systems
  or
  MGT 402 Labor Relations Systems
- MGT 420 Organizational Theory
- MGT 433 Comparative Management
  or
- MGT 434 International Management
- MGT 440 Issues in Organizational Behavior
  or
  MGT 452 Organizational Change
- MGT 450 Program Planning and Evaluation

Human Resources Management

The Human Resources Management concentration prepares students for careers in such areas as manpower planning, recruitment, selection, and training; wage and salary administration; performance evaluation; equal employment opportunity; and the general area of industrial and labor relations.

Requirements

- MGT 401 Personnel Management Systems
- MGT 402 Labor Relations Systems
- MGT 420 Organizational Theory
- MGT 450 Program Planning and Evaluation
  or
  MGT 461 Compensation Administration
- MGT 460 Human Resources Management: Issues and Trends

Public Management

The concentration in Public Management is designed for students who wish to pursue careers in public administration. Students electing this concentration take a range of courses in preparation for careers in public sector management, including those in personnel, labor relations, budgeting, finance, and program development.

Requirements

- MGT 403 Introduction to Public Management
- MGT 450 Program Planning and Evaluation

—And one course selected from each of the following three groups:

- AF 431 Financial Management of Government Institutions
  or
  AF 432 Public Budgeting Systems
- MGT 401 Personnel Management Systems
  or
  MGT 402 Labor Relations
- MGT 432 Comparative Public Management
  or
  MGT 451 Problems in Public Policy and Management

MGT 100 Introduction to Management for Non-CM Students
Staff
Introduces students to the functions and problems of management. This course is designed for students in the College of Arts and Sciences and the College of Public and Community Service and is therefore not open to students in the College of Management.
3 Lect Hrs
3 Credits

MGT 130 Introduction to Business
Staff
Familiarizes students with the nature of business and its relationship to other institutions in society. The course examines business ownership, organization, management, marketing, human resources management, production, and finance. In addition, the course explores issues of the relationship between capitalism and business, the law and business, and government and business.
3 Lect Hrs
3 Credits

MGT 210 Problems of Inquiry
Staff
Focuses on the complex interplay of facts and values in our efforts to explain and evaluate in management. The first two-thirds of the course explores the principal modes of explanation employed in management and an examination of the origins of these modes in the physical and social sciences. The last third of the course looks at the principal modes of evaluation used in various kinds of managerial decision-making with a particular focus on ethics.
3 Lect Hrs
3 Credits

MGT 220 Ethics and Management
Staff
Examines in the first third of the course the kinds of ethical principles (e.g., justice, equality, rights and obligations, and the public interest) generally offered in justification of ethical judgments. The last two-thirds of the course is devoted to supervised independent study in which the student chooses an ethical problem in management and attempts to analyze and resolve it.
3 Lect Hrs
3 Credits

Management

MGT 301 Theory and Practice of Management
Staff
Introduces the process of planning, organizing, directing, and controlling activities as they relate to the effective use and development of people in formal organizations. Students learn analytical tools for recognizing, diagnosing, and acting on managerial problems related to organizations, their objectives, and the development of human resources. The course emphasizes organizational analysis and design and the analysis of effects of organizational structure on human performance.
3 Lect Hrs
3 Credits

MGT 302 Organizational Behavior
Staff
Examines theories and research about human behavior in organizations. Through experiential learning, students analyze individual behavior, interpersonal relations, and group dynamics, all from a managerial perspective. The course also considers the options open to management in structuring human performance as well as the value implications of personnel decisions.
Prerequisite: MGT 301.
3 Lect Hrs
3 Credits

MGT 330 Business Environments and Public Policy
Staff
Examines the interaction of business and government in the contemporary public policy process in the United States. The course helps students become familiar with the private sector's effect on the public sector as well as the public's effect on the private. The course examines how government promotes, regulates, and competes with private enterprise.
3 Lect Hrs
3 Credits

MGT 401 Personnel Management Systems
Staff
Explores the personnel management process in both the public and private sectors. The course examines the role of the personnel manager and the nature of the various forces shaping that role. Topics to be covered include: the traditional areas of personnel management, such as recruitment, selection, and compensation, as well as the special problems associated with public sector personnel management.
Prerequisite: MGT 302 or permission of instructor.
3 Lect Hrs
3 Credits

MGT 402 Labor Relations Systems
Staff
Explores the nature, development, and current problems of union-management relations in both the public and private sectors. The course addresses subjects such as labor market and labor force analysis, unemployment and technological change, and contract negotiation and administration.
Prerequisite: MGT 401 or permission of instructor.
3 Lect Hrs
3 Credits

MGT 403 Introduction to Public Management
Staff
Examines the role of public administrators in the design and implementation of public policy. The course deals with technical, political, and social issues in managing units of federal, state, and local government and examines the historical development and future of public administration, problems of managerial decision-making, and ethics in government, as well as public budgeting and personnel policy.
Prerequisite: MGT 302 or permission of instructor.
3 Lect Hrs
3 Credits

MGT 410 Behavioral Techniques in Human Resources
Staff
Helps students develop the basic skills and research techniques common to personnel and labor relations. The course examines those aspects of research methodology required for effective role development in personnel and labor relations.
Prerequisite: MGT 302 or permission of instructor.
3 Lect Hrs
3 Credits

MGT 420 Organizational Theory
Staff
Examines the range of schools of organizational theory. The course attempts to familiarize students with the key concepts and principles of management as embodied in the works of traditional and contemporary organizational theorists.
Prerequisite: MGT 302.
3 Lect Hrs
3 Credits

MGT 431 Law of Business Transactions
Staff
Introduces students to the range and substance of commercial laws at state and federal levels. The course examines the Uniform Commercial Code, the extensive body of commercial law, adopted by all states except Louisiana, that governs commerce in the public and private sectors. The course also considers federal laws such as the Bankruptcy Act and the Consumer Credit Protection Act.
3 Lect Hrs
3 Credits

MGT 432 Comparative Public Management
Staff
Examines the role of public administrators and the functions of public agencies and enterprises in other cultures. The course looks at public management in the western European nations of England, France, Germany, Sweden and Italy as well as in the U.S.S.R., China, and Japan.
3 Lect Hrs
3 Credits

MGT 433 Comparative Management
Staff
Examines how cultures influence the structure and behavior of formal organizations. The course affords students the opportunity to analyze how such cultural factors as socio-economic institutions and values relate to such organizational functions as finance, product delivery, and personnel recruitment as well as to the general structure and management of an organization.
Prerequisites: MGT 302 and 330.
3 Lect Hrs
3 Credits

MGT 434 International Management
Staff
Designed to familiarize students with the world of international business. The course introduces students to the special problems and issues firms encounter by virtue of operations abroad. It focuses on such concerns as relationships with host governments and the complexities of planning, communicating, and controlling in the international arena.
Prerequisites: MGT 302 and 330.
3 Lect Hrs
3 Credits

MGT 440 Issues in Organizational Behavior
Staff
Treats particular concepts and issues in organizational behavior in depth. The specific topics vary in accordance with the interests of the particular instructor. Examples of possible topics are power and control, adaptation and socialization, and motivation and leadership.
Prerequisites: MGT 302 and 420.
3 Lect Hrs
3 Credits

MGT 441 Organizational Development
Staff
Investigates diagnostic techniques, change processes, and managerial intervention techniques relevant to a variety of human groupings within formal organizations.
Prerequisites: MGT 401 or permission of instructor.
3 Lect Hrs
3 Credits

Management

MGT 442 Women in Management
Staff
This course is aimed at helping students gain awareness of personal, institutional and cultural assumptions and patterns which interfere with the performance of women as managers, and at bringing about changes to deal with these forces.
3 Lect Hrs
3 Credits

MGT 450 Program Planning and Evaluation
Staff
Acquaints students with the methods managers use to plan programmatic objectives and to evaluate results. This course discusses not only techniques of planning evaluation but also the political and organizational environments in which these techniques are executed. Topics include the determination of performance criteria and standards, choice of research design and instruments, presentation of evaluation results to improve organizational efficiency and effectiveness.
Prerequisite: MGT 301 or permission of instructor.
3 Lect Hrs
3 Credits

MGT 451 Problems in Public Policy and Management
Staff
Takes an in-depth look at the problems confronting public policy-makers and administrators as they set the goals of government. The course also examines the establishment and implementation of the machinery to meet these goals. Specific topics vary from semester to semester.
3 Lect Hrs
3 Credits

MGT 452 Organizational Change
Staff
Focuses on organizational analysis and prescription. The course aids students in developing useful methods of approaching an organization or a sub-unit of an organization and analyzing its current state, and developing strategies for intervention and change which can improve organizational effectiveness and adaptiveness.
Prerequisites: MGT 302, 330, and 420.
3 Lect Hrs
3 Credits

MGT 460 Human Resources Management: Issues and Trends
Staff
Provides students with an opportunity to obtain a broader understanding of the complex problems faced by managers responsible for decisions in human resources management. The course examines issues designed to pose multiple problems, testing as well as extending students' understanding of the materials covered in other courses in the Human Resources Management sequence.
Prerequisites: MGT 401, 402, and 430.
3 Lect Hrs
3 Credits

MGT 461 Compensation Administration
Staff
Examines the role of company, government, union, and employee in the design and administration of total compensation systems. The course takes an in-depth look at such concerns as compensation system objectives, wage and salary determination, fringe benefits, pensions, and the role of compensation in appraising and motivating employees.
Prerequisite: MGT 401.
3 Lect Hrs
3 Credits

MGT 478 Special Topics in Management
Staff
Addresses a specific topic in management. *Special Topics* courses are offered as one-time supplements to the department's curriculum. Descriptions of *Special Topics* courses are available during advance registration.
3 Lect Hrs
3 Credits

MGT 480 Management Internship
Staff
Provides students with opportunities for full- or part-time work experience in a management setting. On-site supervisors and faculty sponsors provide guidance and supervision for each intern.
Prerequisite: Enrollment in the CM degree program in a Management Department Concentration.
3 Credits

MGT 488 Independent Study
Staff
A student-initiated research project on a management topic, supervised by a member of the management faculty. The course is open to a limited number of students each semester.
3 Credits

MGT 490 Business Policy
Staff
Focuses on the organization as a whole, from a perspective that takes into account both the role of top management and the future of the organization. The course is designed to be the capstone of the student's academic career. It develops an approach for identifying the ultimate aim of the organization, exploring its external environment for opportunities and risks, and relating these to internal strengths and weaknesses. The course is required of concentrators in accounting, management of human resources, management information systems, marketing, operations management, and private financial management.
Prerequisite: Senior standing.
3 Lect Hrs
3 Credits

MGT 491 Strategic Planning and Managerial Policy
Staff
Gives students who concentrate in public management an opportunity to integrate their knowledge and skills of management into an intensive study of strategic planning and policy-making in public organizations. The course enables students to come to an understanding of the roles of public managers, the intellectual concepts and skills necessary to formulating strategy and policy in public organizations, and the overlap between formulating policy and implementing it in public organizations. The course is required of concentrators in public financial management and public management.
Prerequisite: Senior standing.
3 Lect Hrs
3 Credits

Department of Management Sciences

Faculty

Daniel G Shimshak, Chairperson and Associate Professor; Professors Sumer C Aggarwal, John C Papageorgiou; Associate Professor Peter T Ittig; Assistant Professors Edward H Kaplan, Cynthia Y Ker, Stephan E Kolitz, Fatemeh D Zahedi; Lecturer Eugene K Yang

The Department

The Department of Management Sciences offers concentrations in Management Information Systems, Manufacturing Operations Management, Service Operations Management, and Decision Sciences. The department offers students both a strong background in theory and opportunities to learn state-of-the-art practical applications and techniques. Students not seeking concentrations in Management Sciences but who wish to increase their knowledge in the area are encouraged to elect any of the department's upper level courses.

Concentrations

Management Information Systems

The Management Information Systems Concentration prepares students for careers in systems analysis and data processing for both private and public organizations. Courses provide students with a background in computers and information systems, data processing functions of an organization, concepts of systems analysis, and management science and computer models for problem solving.

Requirements

- MS 410 COBOL
- MS 411 Data Base Management
- MS 421 Introduction to Management Information Systems
- MS 461 Systems Analysis

and one of the following:

- MS 420 Management Science Models
- MS 422 Simulation

The department strongly recommends that students fulfill their general education requirements of disciplinary specialization from the Computer Science curriculum in the Department of Mathematics and Computer Science.

Manufacturing Operations Management

The Manufacturing Operations Management concentration prepares students for careers in manufacturing industries in a variety of positions such as production scheduling, supervision and design, and quality and inventory control.

Requirements

- MS 460 Production Planning and Control
- MS 450 Inventory Control
- MS 451 Forecasting
- MS 452 Quality Assurance

and one of the following:

- MS 420 Management Science Models
- MS 421 Introduction to Management Information Systems
- MS 422 Simulation

Service Operations Management

The Service Operations Management concentration prepares students for careers in the service sector in hospitals, banking, insurance, transportation, communications, utilities, wholesale and retail trade, real estate, government, and other service industries.

Requirements

- MS 421 Introduction to Management Information Systems
- MS 422 Simulation
- MS 451 Forecasting
- MS 462 Operations Management in Service Systems

and one of the following:

- MS 420 Management Science Models
- MS 450 Inventory Control
- MS 452 Quality Assurance
- MS 461 Systems Analysis

Decision Sciences

The Decision Sciences concentration prepares students for a wide range of careers in areas that make use of quantitative analysis.

Requirements

- MS 420 Management Science Models
- MS 422 Simulation
- MS 450 Inventory Control
- MS 451 Forecasting

and one of the following:

- MS 421 Introduction to Management Information Systems
- MS 460 Production Planning and Control
- MS 462 Operations Management in Service Systems

MS 110 Introduction to Computers in Management
Staff
Introduces students to computers and their use in information processing and decision making. Among the topics the course considers are evolution of information processing, data representation, program flowcharting, basic programming, and simple applications.
3 Lect Hrs
3 Credits

MS 210 Managerial Statistics
Staff
Provides the student with a basic knowledge of ways to reduce masses of data into a meaningful form for decision making. The course examines collection and presentation of data, frequency distributions, measures of central tendency and dispersion, probability and probability distributions.
Prerequisite: Math D110 (may be taken concurrently).
3 Lect Hrs
3 Credits

MS 211 Quantitative Analysis
Staff
Provides the student with additional (beyond MS 210) knowledge of statistical analysis approaches used in decision making. Topics include: decision theory, bayesian statistical approaches, statistical inference, non-parametric regression, and correlation analysis.
Prerequisite: MS 210.
3 Lect Hrs
3 Credits

MS 301 Operations Management
Staff
Introduces the student to the design and control problems of every system that transforms inputs into outputs, with major emphasis given to the problems associated with the production function of a manufacturing organization. The course also covers operations research approaches used to solve the associated problems.
Prerequisite: MS 210.
3 Lect Hrs
3 Credits

Management Sciences

MS 410 COBOL
Staff
Provides computer programming applications, using the COBOL language, to all disciplines of management. The course enables students to use the computer in problem solving, analysis, and learning.
Prerequisite: MS 110.
3 Lect Hrs
3 Credits

MS 411 Data Base Management
Staff
Presents the logical concepts behind data-base systems, the possible physical configurations, and the nature of data-management software. Problems to be addressed include the size of the data-base, storage arrangement, and speed of retrieval, as well as the relationship of the system to other management components of the organization.
Prerequisites: MS 410 and 421.
Corequisite: MS 461.
3 Lect Hrs
3 Credits

MS 420 Management Science Models
Staff
Examines the usefulness and the limits of management science models in analyzing and solving managerial problems. Students in the course study linear and dynamic programming, network analysis, and queuing models, and are introduced to integer and goal programming as well as Markov processes.
Prerequisites: MS 211 and 301.
3 Lect Hrs
3 Credits

MS 421 Introduction to Management Information Systems
Staff
Introduces students to management information systems, particularly data processing. The course considers the organizational conditions that determine the role of the data processing function and the impact of engineering technology on corporate organization, as well as specific topics such as common structural alternatives, principal work elements, and the purpose and limitations of major hardware and software.
Prerequisite: MS 110.
3 Lect Hrs
3 Credits

MS 422 Simulation
Staff
Acquaints students with simulation and its computer languages. The course introduces simulation models and their applications to different functional areas within the context of the management of complex systems. Other topics include: random observations generation, analysis of simulation output, and simulation languages GPSS and SIMSCRIPT.
Prerequisites: MS 211 and 301.
3 Lect Hrs
3 Credits

MS 450 Inventory Control
Staff
Examines the decision systems and models that are used in the control and management of inventories. The course also reviews the suitability of various systems for different categories of inventory items.
Prerequisites: MS 211 and 301.
3 Lect Hrs
3 Credits

MS 451 Forecasting
Staff
Studies the different approaches to forecasting and the problems attendant on each approach. The course considers autocorrelation and trend analysis, moving averages, exponential smoothing, decomposition, and adaptive filtering, and introduces Box-Jenkens methodology.
Prerequisites: MS 211 and 301.
3 Lect Hrs
3 Credits

MS 452 Quality Assurance
Staff
Examines approaches for planning the quality control function of a system and analyzes problems of quality control. The course includes such topics as the function of quality control in its entirety and at each stage in the development of a product, the economics of quality control, and the data systems and diagnostic techniques that are used for quality improvement, as well as statistical aids, acceptance sampling, and vendor-customer relations.
Prerequisites: MS 211 and 301.
3 Lect Hrs
3 Credits

MS 460 Production Planning and Control
Staff
Applies quantitative techniques to problems arising from the design, planning, and control of systems that transform inputs into outputs within a given functional area of an organization. Specific topics include: aggregate planning, scheduling and sequencing, assembly line balancing, project scheduling, and material requirements planning.
Prerequisites: MS 211 and 301.
3 Lect Hrs
3 Credits

MS 461 Systems Analysis
Staff
Studies systems analysis and the use of quantitative models and the computer in solving managerial problems in a variety of functional areas. The course introduces systems and models and the stages of a systems-analysis approach, and provides an overview of systems applications by functional areas and computer techniques for systems implementation in finance, operations, and marketing.
Prerequisites: MS 301 and 421.
3 Lect Hrs
3 Credits

MS 462 Operations Management in Service Systems
Staff
Studies the issues involved in the design, planning and control of operations of service sector organizations and the application of decision systems in planning, scheduling and controlling service activities, measuring and controlling service quality, locating facilities and planning capacity, and dealing with other design and operational problems.
Prerequisites: MS 211 and 301.
3 Lect Hrs
3 Credits

MS 478 Special Topics in Management Sciences
Staff
Addresses a specific topic of management sciences. *Special Topics* courses are offered as one-time supplements to the department's curriculum. Descriptions of *Special Topics* courses are available during advance registration.
3 Lect Hrs
3 Credits

MS 480 Management Sciences Internship
Staff
Provides students with opportunities for full- or part-time work experience in a management sciences setting. On-site supervisors and faculty sponsors provide guidance and supervision for each intern.
Prerequisite: Enrollment in the CM degree program as a Management Sciences Department Concentrator.
3 Credits

MS 488 Independent Study
Staff
A student-initiated research project on a management sciences topic, supervised by a member of the management sciences faculty. The course is open to a limited number of students each semester.
3 Credits

Department of Marketing

Faculty

Peter J McClure, Acting Chairperson and Professor; Professor Arnold K Weinstein; Associate Professors Osman A Atac, Leon Zurawicki; Assistant Professors Mary Ann Joseph, Lauren A Swanson, Gary G Young; Instructor C Robert Clements

The Department

The Department of Marketing offers a concentration in Marketing. Students electing this concentration follow a program of required study supplemented by a range of intermediate and advanced courses addressing the functional areas of marketing, marketing institutions and strategies, as well as theory. Additionally, many courses in the department complement the programs of students electing other concentrations.

Concentration

Marketing

Students interested in pursuing careers in advertising, brand management, marketing research, retailing, sales, or sales promotion should elect the Marketing Concentration.

Requirements

- MKT 401 Marketing Management
- MKT 410 Marketing Research
- MKT 440 Buyer Behavior
- A minimum of two additional Marketing electives other than the Marketing Internship or Independent Study

MKT 301 Principles of Marketing
Staff
Develops students' understanding of marketing principles underlying the selection and assessment of markets and the development and delivery of products and services.
Prerequisites: MS 110, Econ E101 and E102.
3 Lect Hrs
3 Credits

MKT 401 Marketing Management
Staff
Teaches the principles of formulating a marketing program. The course demonstrates how and why marketing programs can be affected by the marketing forces that bear on the firm while still remaining consistent with the needs of the target market segment.
Prerequisites: MKT 410 and 440.
3 Lect Hrs
3 Credits

MKT 402 Sales Management
Staff
Develops students' understanding of and skills in managing the personal selling function. The course is divided into three parts: personal selling as part of the organization's promotional marketing and corporate strategies; self-management and the selling process; and administrative and strategic decisions of the sales manager.
Prerequisite: MKT 301.
3 Lect Hrs
3 Credits

MKT 403 Advertising
Staff
Develops students' analytical and decision making skills in media evaluation and selection, creative strategy, campaign planning and evaluation. The course also examines the practical applications of contemporary advertising theory as well as the place of advertising management in successful business operations and in society as a whole.
Prerequisite: MKT 301.
3 Lect Hrs
3 Credits

MKT 404 Retailing Management
Staff
Examines the structure and nature of retailing enterprises. The course places a marked emphasis on analysis and decision making within retailing organizations.
Prerequisite: MKT 301.
3 Lect Hrs
3 Credits

MKT 405 Marketing Channels
Staff
Examines distribution and distribution management. Demonstrates how better relationships between manufacturers and middlemen might be forged on the basis of an understanding of behavioral and social science concepts from psychology, sociology, political science, organizational theory, and economics.
3 Lect Hrs
3 Credits

MKT 410 Marketing Research
Staff
Imparts a basic understanding of up-to-date techniques of marketing research. The course examines research in marketing planning, problem solving, and control, from the perspective of the user.
Prerequisites: MKT 301 and MS 211.
3 Lect Hrs
3 Credits

MKT 430 International Marketing
Staff
Adapts marketing strategy to fit the special requirements of international market structures, as well as differing cultural, political, and legal environments. The course is recommended for students contemplating careers in international business.
Prerequisite: MKT 301.
3 Lect Hrs
3 Credits

MKT 440 Buyer Behavior
Staff
Examines the decision making models of individual and organizational buyers, the nature of various exogenous and endogenous variables that affect decisions and behavior, and the measurement of each variable and its significance to the marketer. The course draws on concepts from economics, psychology, sociology, and anthropology.
Prerequisite: MKT 301.
3 Lect Hrs
3 Credits

MKT 441 Public Relations Management
Staff
Considers the relationship between public relations and other kinds of communications management. The course examines processes of public relations-public affairs management and offers examples of public relations management in various contexts, including the press and electronic media, government and community agencies, and the private sector.
Prerequisite: MKT 301.
3 Lect Hrs
3 Credits

MKT 450 Marketing Strategy
Staff
Uses an analytical approach to examine marketing strategy and the interrelationship of marketing strategy, strategic planning, and financial planning. Topics include: the relationship between environmental and demand analysis and marketing strategy; the analytical prerequisites and the different models for strategic marketing planning; and the development of a strategic marketing plan.
Prerequisites: MKT 301 and 401.
3 Lect Hrs
3 Credits

MKT 460 Logistics and Transportation
Staff
Examines the logistical functions of inventory control, warehousing, communication, materials movement, and transportation. The course focuses on the individual enterprise level.
Prerequisites: MKT 301 and MS 301.
3 Lect Hrs
3 Credits

Marketing

MKT 478 Special Topics in Marketing
Staff
Addresses a specific topic of marketing. *Special Topics* courses are offered as one-time supplements to the department's curriculum. Descriptions of *Special Topics* courses are available during advance registration.
3 Lect Hrs
3 Credits

MKT 480 Marketing Internship
Staff
Provides students with opportunities for full- or part-time work experience in a marketing setting. On-site supervisors and faculty sponsors provide guidance and supervision for each intern.
Prerequisite: Enrollment in the CM degree program as a Marketing Concentrator.
3 Credits

MKT 488 Independent Study
A student-initiated research project on a marketing topic, supervised by a member of the marketing faculty. The course is open to a limited number of students each semester.
3 Credits

Administrative Officers and Faculty

Office of the Dean

Arnold K Weinstein, PhD, Dean
Sumer C Aggarwal, PhD, Associate Dean for Academic Affairs
Albert E Brill, MBA, Associate Dean for External Relations
Marlene G Fine, PhD, MBA Program Director
Ruth E Jansson, MEd, Assistant Dean for Student Services
Albert C Lefebvre, MEd, Assistant Dean
Jeanne Ledoux-Stewart, BA, Director of Administrative Services
Hermina Peters, MPA, Assistant MBA Program Director
Wallace Coyle, PhD, Writing Skills Coordinator
Susan Davis, BS, College Advisor
Stephanie C Janey, BA, College Advisor

Department Chairpersons

Lal Chugh, PhD	Accounting and Finance
Cathryn Nelson, PhD	Essential Skills
Candace Hetzner, PhD	Management
Daniel Shimshak, PhD	Management Sciences
Peter McClure, DBA	Marketing

Faculty

Sumer C Aggarwal, BS, *Agra University*, PhD, *Moscow Institute of Production*, Professor of Management Sciences

Osman A Atac, BS, MS, *Middle East Technical University*, PhD, *University of North Carolina*, Associate Professor of Marketing

Jeanne M Aurello, BA, *University of South Florida*, MBA, DBA, *George Washington University*, Assistant Professor of Management

Marlene Benjamin, BA, *St John's College*, MA, *Brandeis University*, Instructor in Management

Robert E Bertone, BS, MA, *Boston College*, Assistant Professor of Essential Skills

Gunther Boroschek, MS, *Cornell University*, MA, PhD, *Harvard University*, Professor of Management

Lal C Chugh, BC, MA, *Delhi University*, PhD, *Harvard University*, Associate Professor of Accounting and Finance

C Robert Clements, BA, MBA, *Dalhousie University*, Instructor in Marketing

John E Coleman, BS, *Boston College*, MBA, *Babson College*, JD, *Suffolk University Law School*, CPA, Assistant Professor of Accounting and Finance

Pouran T Espahbodl, BA, *The Iranian Institute of Advanced Accounting*, MBA, *The George Washington University*, PhD, *University of Alabama*, Assistant Professor of Accounting and Finance

Reza Espahbodl, BA, *Iranian Institute for Advanced Accounting*, MBA, *George Washington University*, PhD, *University of Alabama*, CPA, Associate Professor of Accounting and Finance

Michael A Ficara, BA, MBA, *Boston College*, Lecturer in Accounting and Finance

Marlene G Fine, BA, *University of Massachusetts at Amherst*, MA, *University of Minnesota*, MBA, PhD, *University of Massachusetts at Amherst*, Assistant Professor of Essential Skills

Arthur A Goldsmith, BA, *University of New Hampshire*, MBA, *Boston University*, MA, PhD, *Cornell University*, Assistant Professor of Management (on leave, 1985-86)

Ellen Greenberg, SB, *Massachusetts Institute of Technology*, MBA, *Columbia University*, Lecturer in Management

Candace Hetzner, BA, *Indiana University*, MA, PhD, *University of Chicago*, Assistant Professor of Management (on leave, Fall, 1985)

Peter T Ittig, BS, *State University of New York at Buffalo*, MS, *Purdue University*, PhD, *Cornell University*, Associate Professor of Management Sciences

Mary Ann Joseph, BS, *University of Madras*, PhD, *Northwestern University*, Assistant Professor of Marketing

Edward H Kaplan, BA, *McGill University*, MS, MS, MCP, PhD, *Massachusetts Institute of Technology*, Assistant Professor of Management Sciences

Maryellen R Kelley, BA, *Brandeis University*, MCP, *Harvard University*, PhD, *Massachusetts Institute of Technology*, Assistant Professor of Management

Cynthia Y Ker, BS, *National Cheng-Chi University*, MBA, DBA, *University of Colorado*, CMA, Assistant Professor of Management Sciences

Stephan E Kolitz, SB, *Massachusetts Institute of Technology*, MA, *Yale University*, MAT, *Jacksonville University*, PhD, *Northwestern University*, Assistant Professor of Management Sciences

Marc A Louargand, BA, *University of California at Santa Barbara*, MBA, PhD, University of California at Los Angeles, Associate Professor of Accounting and Finance

Herbert L Lyken, BS, *Suffolk University*, MBA, *Harvard University,* CPA, Associate Professor of Accounting and Finance

Peter J McClure, BS, *Purdue University*, MBA, DBA, *Indiana University*, Professor of Marketing

Joseph A McHugh, BS, *The College of the Holy Cross*, MBA, *Creighton University*, PhD, *Michigan State University*, CCA, Professor of Accounting and Finance

Joan M Moon, BA, *Good Counsel College*, MA, *Fordham University*, Assistant Professor of Essential Skills (on leave, Fall, 1985)

Allyn A Morrow, BA, MPA, PhD, *University of Pittsburgh*, Assistant Professor of Management

William J Murphy, BA, *Denison University*, JD, *Dickinson School of Law*, MBA, *Harvard University*, Lecturer in Management

Cathryn A Nelson, AB, *Bates College*, MA, PhD, *University of Arizona*, Associate Professor of Essential Skills

Michael A Novak, BA, *University of Dayton*, AM, *St. Louis University*, PhD, *University of Cincinnati*, Assistant Professor of Management

John C Papageorgiou, BSc, *Athens School of Economics and Business Science*, Dipl Tech Sci, PhD, *University of Manchester*, Professor of Management Sciences

Eustace A Phillip, BS, MS, *Bentley College*, CPA, Assistant Professor of Accounting and Finance

Philip L Quaglieri, BS, *Saint Peter's College*, MS, PhD, *Stevens Institute of Technology*, Assistant Professor of Management

Arthur E Reed, BS, MBA, *Northeastern University*, CPA, Assistant Professor of Accounting and Finance

Joseph Reed, BA, *Texas Southern University*, MA, PhD, *University of Wisconsin*, Assistant Professor of Management

Mark A Schlesinger, BA, *Columbia University*, MA, *Colgate University*, PhD, *University of Michigan*, Associate Professor of Essential Skills

Vivien A Schmidt, BA, *Bryn Mawr College*, MA, PhD, *University of Chicago*, Assistant Professor of Management (on leave, Fall, 1985)

William E Seltz, BS, *United States Military Academy*, MS, *University of Illinois*, MS, *CW Post College, Long Island University*, CPA, Lecturer in Accounting and Finance

Daniel G Shimshak, BS, MS, *Stevens Institute of Technology*, MBA, *Baruch College*, PhD, *City University of New York*, Associate Professor of Management Sciences

Lee B Staebler, BS, VS, *Merchant Marine Academy*, MBA, *Northeastern University*, CMA, Assistant Professor of Accounting and Finance

Lauren A Swanson, BS, MS, *University of Wyoming*, PhD, *Atlanta University*, Assistant Professor of Marketing

Robert C Terrill, BA, *University of Oklahoma*, MHA, *State University of Iowa*, EdD, *Indiana University*, Associate Professor of Management

Joan C Tonn, BA, *University of Minnesota*, PhD, *University of Michigan*, Associate Professor of Management

Lenos G Trigeorgis, BGS, BS, *University of Kansas*, MBA, *Purdue University*, Lecturer in Accounting and Finance

Faculty

Arnold K Weinstein, BS, *University of Pennsylvania*, MBA, PhD, *Columbia University*, Professor of Marketing
Patricia L Wilkie, BA, *Marygrove College*, MA, PhD, *Wayne State University*, Associate Professor of Management
Douglas B Wilson, BA, *Drew University*, MPA, PhD, *Syracuse University*, Associate Professor of Accounting and Finance
Haroldene F Wunder, BS, *University of Maryland*, Master of Accountancy, PhD, *University of South Carolina*, Assistant Professor of Accounting and Finance
Eugene K Yang, BS, *Tsing Hua University*, Lecturer in Management Sciences
Gary G Young, BS, MBA, *State University of New York at Buffalo*, MS, *Niagara University*, PhD, *State University of New York at Buffalo*, Assistant Professor of Marketing (on leave, Spring, 1986)
Fatemeh D Zahedi, BA, BA, MA, MA, *Tehran University*, MBA, DBA, *Indiana University*, Assistant Professor of Management Sciences
Leon Zurawicki, MEcSc, *Faculty of Foreign Trade, Central School of Planning and Statistics*, Dipl Advanced European Studies, *College of Europe*, PhD, *Faculty of Economic Sciences, Warsaw University*, Associate Professor of Marketing

The College of Public and Community Service

The College

CPCS was created with a consciousness that long-term, systemic inequities exist in important aspects of American life, in the availability of needed services, in educational opportunity, in job opportunity and professional advancement. Responding to these inequities, especially as they are evidenced within the urban setting, the College focuses on the need to improve public and community services in the metropolitan area.

One of the primary thrusts of the College is to recruit students who are members of communities that have traditionally experienced limited access and inadequate services and to enable these individuals to become both service providers and active participants in the development of their communities. CPCS provides these students with comprehensive degree programs designed around such community concerns as improved housing, legal services, gerontology, criminal justice, community planning, community-based mental health and other human services. With its dual emphasis on providing access to higher education and to careers in public and community service, CPCS hopes to fulfill part of its educational mission—to be a force in the pursuit of social justice in American society.

The goals of education at CPCS are:

1. *For the individual*: competence, sense of purpose, self-confidence, critical consciousness, capacity to work for change, capacity for life-long learning.
2. *For urban communities*: increased skills and potential for individual community members, more community participation in deciding upon and providing needed services, more development of human and material resources.
3. *For public and community services delivery systems*: a "new breed" of service providers, an opening and expanding of relevant professions, improvements in the quantity and quality of services.
4. *For higher education*: the development of effective educational methods for urban adult learners, full partnership in the process of improving urban life through the efforts of a "new breed" of educators (teachers/practitioners/activists), the creation of a viable alternative educational system (the competency-based system in use at CPCS).

The Student Community

The college attracts students whose experiences in life and work have already given them essential preparation for careers in public and community service, and whose goals include improving the delivery of services to people in need. CPCS students are a diverse and culturally rich group, representing the racial, ethnic, and social communities which make up the vitality of metropolitan Boston. For such a student population CPCS offers an environment free of class, racial, and ethnic isolation, and rich in opportunities to build awareness of and sensitivity to a multitude of attitudes, ideas, and values.

CPCS students are, for the most part, urban adults: they average in the mid-thirties in age; about 70% come from low-income areas; 60% are women; 30% identify themselves as members of minority groups.

Student Services

A wide variety of services appropriate for an urban adult student population is available at CPCS. These services are provided during both the day and the evening. Among them are financial aid counseling, career counseling, personal counseling, day care for children, disabled student services, health care services, peer support groups, and veterans' services.

The Competency-Based Curriculum

The competency-based curriculum at CPCS seeks to identify the skills and knowledge needed for effectiveness in public and community service. Students who demonstrate competence at CPCS have shown the ability to *do* something—to put knowledge and principles into practice. Some important features of competency-based education are:

Evaluation of Competence According to Performance Standards Instead of Grading

All students are required to demonstrate competence according to high standards of performance which are defined in advance. Students are either evaluated as having successfully demonstrated competence, or are informed by their evaluators as to what further work is needed. There is no grading as such at the College. This standard-centered approach is at the heart of competency-based education: it allows students to focus on individual and group needs, to learn at their own pace, and to work cooperatively toward learning goals.

A Wide Variety of Learning Options

The College recognizes that learning goes on both in and out of the classroom. Students are encouraged to seek out learning opportunities in a wide variety of settings, such as work sites, community projects, organizations served by volunteers, etc. Sponsored experiential learning opportunities are offered through the following CPCS programs:

The *Office of Field Education* establishes relationships with a number of agencies to develop programs which deal with the problems of urban communities. CPCS faculty and staff work closely with agency principals in defining competencies and providing programs that improve the delivery of services and, at the same time, help workers/students progress toward BA and BS degrees.

The *Community Service Program* provides field projects in which students work in faculty-supervised teams to learn and demonstrate competencies as they assist Boston-area community organizations which have requested technical, research, or organizing assistance.

Recognition for Competence Gained Through Prior Learning

The College recognizes relevant prior learning: CPCS offers adults who have had a wide variety of life and work experiences the opportunity to relate their learning to CPCS competencies.

Self-Directed and Self-Paced Learning

Within the limits of distribution requirements, CPCS students shape their own educational programs by achieving and demonstrating competencies central to their own interests in life and their service career objectives. Students may also accelerate the completion of their degree programs by working on any number of competencies beyond the general requirements for a full-time academic load (five competencies).

Academic Policies

Admission to the College of Public and Community Service

In considering applications for admission, the College gives high importance to each applicant's motivation, maturity, and desire to develop the skills and knowledge necessary for effective work in public and community service. All persons seriously interested in careers in this field are welcome to apply.

To apply for admission to CPCS, an individual must:

1. Attend a CPCS Admissions Seminar. Seminars are held every Tuesday, with the exception of holidays, at 9:00 am and 6:00 pm in Room 907 at 100 Arlington Street.
2. Complete the University Admissions Application Form.
3. Complete the special CPCS personal statement form (available upon request or at Admissions Seminars).
4. Submit transcripts from high school and any other colleges attended. A personal interview is recommended but not required.

For further information about admission to CPCS, call the UMass/Boston Admissions Office (929-8000).

Minimum Academic Progress Policy

All full-time CPCS students must submit for evaluation five competencies per semester. Of these five, at least three must be certified.

For first semester students, two of the five competencies submitted for evaluation must be "Self-Assessment: Who Am I/What Do I Plan To Learn", and the Level I or Level II Writing Competency.

ALM Required Competencies

Levels I and II Reading and Writing Competencies must be certified before a student's twenty-fifth competency evaluation.

Advising Support Services

Upon determination that a student has failed to meet any of the above requirements in a given semester, the Associate Dean for Academic Affairs will notify the student and the student's advisor. The student will be assigned to a special advisor who will help him/her clarify problem areas, identify appropriate support and develop a written plan to aid the student in complying with the minimum progress policy.

A student who does not make minimum progress for two semesters and has also not met with a special advisor to draw up a written plan may be asked by the Associate Dean for Academic Affairs to withdraw from the University. In such cases, the student shall have the right to appeal the decision to the Dean of the College, who shall be the final arbitrator in such decisions.

Procedures for Withdrawal and Readmission

There are two types of withdrawal:

a. Withdrawal with clearance for automatic readmission (leave of absence): Such a withdrawal must be approved by the office of the Associate Dean for Academic Affairs. A student who has received such approval may be readmitted in any semester without further processing simply by submitting a notice of intent to return (Application for Readmission). This application must be submitted by June 1 for reentry in the following fall semester and by November 1 for the following spring semester. Acceptance will be on a space available basis. (Important note: The clearance for automatic readmission applies only to readmission to CPCS, not to any other College or program of the University.)
b. Withdrawal without clearance for readmission: If a student has withdrawn without clearance for readmission, his or her readmission application will be processed in the same manner as all new applications to CPCS.

Once the type of withdrawal has been determined by the Office of Academic Affairs, the student must request an official notice of withdrawal from the Bursar's Office at the Harbor Campus. A student will not be considered officially withdrawn until this procedure has been completed. Failure to complete this withdrawal process can make the student liable for tuition charges even after he or she has left the University and may seriously jeopardize readmission at a future date. Transcripts will not be released by the Office of Registration and Records until official withdrawal has been completed.

Learning Opportunities at CPCS: The Competency Curriculum

Organization of the Curriculum

Competencies

Students who have demonstrated competence in areas defined by the College are said to have completed *Competencies*. The Competency is the basic academic unit at CPCS.

Certificates

Since the College is engaged in the certification of competence, students who have completed sets of interrelated competencies are said to have earned *Certificates*.

Centers

Certificate programs are administered by *Centers*. Faculty members working in Centers are responsible for developing competency statements and certificate programs, evaluating student demonstrations of competence, providing classroom and field-based learning opportunities, and serving as academic advisors. The five Centers are:

The Applied Language and Math Center (ALM)

The General Education Center (The General Center)

The Community Planning Center

The Criminal Justice and Public Safety Center

The Human Services Center

The Legal Education Services Center (The Law Center)

Distribution Requirements

CPCS distribution requirements are designed to provide each student a varied and integrated educational experience. The College awards the Bachelor of Arts or Bachelor of Science degree to students who have:

1. successfully completed an Assessment program conducted by the General Education Center *and*
2. earned certificates in Applied Language and in Mathematics through the Applied Language and Math Center *and*
3. earned the General Education Certificate through the General Center *or* (in the case of students who entered CPCS prior to fall, 1980) earned five of the nine certificates offered under the old curriculum of the General Center *and*
4. earned one of the four Career Certificates offered through the Centers for Community Planning, Human Services, Criminal Justice and Public Safety, and Legal Services *or* earned a Career Certificate by completing a combination of competencies administered through two or more Centers *and*
5. completed competencies in an area of independent interest related either to the concerns of a career certificate program or to a different area of learning.

Outline of Degree Requirements at CPCS

No. Certificates required by Center	Certificates	No. Competencies required per Certificate
Applied Language and Mathematics 2	Applied Language Mathematics	10 4
General Center 1	General Education	20
Career Centers 1	*Choose one:* Human Services Certificate Community Planning Certificate Criminal Justice and Public Safety Certificate Law Certificate Combined Career Certificate Alternative Career Certificate	12
College-wide 1	Independent Interest Certificate	4
5 Certificates	Degree Requirement Totals	50 Competencies

Curriculum

Career Certificates*

As the College evolves, new certificate programs are developed to meet the needs of CPCS students and their communities. At present, Career Certificates may be earned in:

Adult Training and Development

Community Energy Planning

Community Planning

Community Planning and Housing

Community Planning and Management

Community Service Management

Criminal Justice and Public Safety

Gerontology

Human Services

Human Services Advocacy

Labor Studies

Law Work

Legal Services

Management of Human Services

Management of Legal Institutions

*Students not pursuing a bachelor's degree may earn certificates in Gerontology, Law Work, Labor Studies and Community Energy Planning upon successful completion of the appropriate program.

Sample Competency Statement

Complete competency statements describe the criteria according to which students are expected to demonstrate competence, and suggest methods of evaluation. Every student entering the College purchases a competency curriculum manual in which all competency statements are set forth in full. (Students must consult this manual before beginning work on the completion of competencies.) Below is a full competency statement, prepared by the Community Planning Center, to serve as a sample.

Competency Title: Concepts of Community

Rationale: Of fundamental importance for a community planner is the ability to define the community for which the planning is being done. While communities are normally popularly defined, these definitions are sometimes vague and consequently of limited usefulness to the planner. It is possible to define communities in a more explicit way by making use of the various non-spatial perspectives which help determine the boundaries of communities. These are the various social, economic, ethnic and other factors which create the cohesiveness and group identity which is so important in the formation of communities.

Competency: Can recognize and apply various concepts and perspectives used to identify and define communities.

Criteria:

1. Identify a spatial community of between 5,000 and 50,000 people, using officially defined boundaries.
2. Based upon the perceptions of residents, develop a more subjective definition of the community's boundaries and compare this to the officially-based definition.
3. Identify three of the most important non-spatial perspectives by which communities within the chosen area may be defined.
4. Describe the degree to which the boundaries and membership of the community are altered by focusing upon each of the perspectives.
5. Describe the effect which the variations in community definition associated with the various perspectives are likely to have upon the way in which a planner addresses community problems.

Standards:

1. The spatial community chosen must reflect the official view of the community's boundaries as determined by a municipal agency.
2. The municipal department or agency responsible for the spatial community definition must be identified, together with a description of how its community definition reflects its overall responsibilities.
3. Residents' perceptions to be used for the internally-based community definition may be obtained from any number of residents, but the students must know why the sample of residents from whom opinions are obtained is representative.
4. The three community types identified must reflect cohesive groups of residents which are significant in size relative to the overall population of the spatially-defined community.

The Assessment Program

Self Assessment and Planning for New Learning

A competency-based curriculum such as the one in use at CPCS requires that all students become self-directed learners. Planning and making decisions in one's life, career, and education involve what CPCS calls assess*ment skills*. All students entering CPCS enroll in the Assessment Program, which provides a highly supportive environment for planning for and participating in a variety of learning activities. Students will find the skills they achieve through this program helpful as they progress in their College work, as they make short- and long-range plans for learning and career development— and as they continue beyond the completion of the BA or BS program.

The Assessment Program is designed:

1. To introduce students to competency-based education at CPCS.
2. To familiarize students with CPCS requirements for the completion of competencies, earning certificates, and completion of the BA or BS program.
3. To assist students in identifying competencies for which they may receive recognition on the strength of prior learning experiences.
4. To identify areas which require new learning.
5. To develop skills in goal setting and planning.

By completing Assessment requirements, students earn the Assessment competency of the General Education Certificate.

General Education Center

The "Liberating Arts"

The College believes that the primary purpose of a liberal arts education is to free people's minds: to increase consciousness of the deeper meanings of our lives, our work, our communities. As we grow more aware of the meaning of what we do and of the relationships between knowledge and action, our consciousness is liberated and our ability to learn is revitalized.

The College has organized its General Education curriculum along interdisciplinary lines to show the relationships between various fields of knowledge, and to relate these liberating arts to work in public and community service careers.

The General Education Certificate Program

The program starts with the student's own experience, involving self-assessment in a number of areas. It calls for demonstration of skills in criticism and argument. It introduces students to the academic disciplines, including ways in which their methods and concepts can be applied. And finally, it engages students in advanced work that results in action projects. Competencies at the advanced level are designed to be applicable in a wide range of content areas.

Completing the Certificate Program

The elements and requirements of the General Education Certificate program are listed below.

Self-Assessment Competencies

All students are required to complete the *first* competency listed, plus *any three others,* for a total of *four* in this area.

1. *Who Am I/What Do I Plan to Learn:* Can describe and assess learning gained through experience in social roles, and design a learning plan which describes your initial educational and career goals and how you plan to achieve them.
2. *Observing/Describing:* Can describe, on the basis of observation, a situation involving significant human interaction.
3. *Sending/Receiving Information:* Can analyze your own communication style as a "sender" and "receiver" of information to determine changes needed to communicate effectively in different situations.
4. *Defining Learning Styles:* Can describe your preferred learning styles and evaluate their effectiveness, using the principles of learning theory.
5. *Taking a Stand:* Can identify your own position and explain your reasons for taking that stand.
6. *Cultural Awareness:* Can identify cultural patterns within your cultural group, explain how you integrated these patterns, and determine how they help or limit your interaction with members of other cultural groups.
7. *Building Social Networks:* Can identify human needs and apply network models in creating and/or analyzing a social network.
8. *Self-Assessment in the Arts:* Can describe and assess the process through which one creates a body of artistic work.
9. *Individual Roles in Groups:* Can analyze your own behaviors and roles in a group and describe, according to a selected theory or model, how those behaviors and roles contributed to the development of an on-going group.
10. *Basic Organizing:* Can organize others to influence events within a political system, a community, or an organization, and can evaluate your own effectiveness as an organizer.

Criticism and Argument Competencies

All students are required to complete *one* of the first three competencies listed, plus *one* of the last two, for a total of *two* in this area.

1. *Analyzing Arguments:* Can break down arguments into their parts and identify and analyze their structure and adequacy.
2. *Using a Theory:* Can analyze a theory and apply that theory in a specific context.
3. *Analyzing Theoretical Disagreements:* Can analyze a critique of a theoretical position.
4. *Moral Argument:* Can critically assess moral arguments.
5. *Basic Social Criticism:* Can present and evaluate critiques of alternative responses to a social problem.

Applying Disciplines Competencies

All students are required to complete *any two* competencies in this area:

1. *Doing History:* Can collect, read and comprehend a variety of historical sources, evaluate their significance and use them to narrate an historical event, problem or development.
2. *Economic Literacy:* Can identify and use economic concepts to describe current economic issues.
3. *Sociological Practice:* Can apply concepts and methods of sociology to facilitate organizational change.
4. *Using Social Psychology:* Can apply methods and concepts of social psychology to the analysis of contemporary issues.
5. *Doing Ethnography:* Can observe and report on events, situations, and accounts of an element of the culture and social organization of a selected group. Can explain the cultural meanings these have for members of the group.
6. *Political Inquiry:* Can apply methods and concepts of political science in explaining and interpreting political action.
   or
   Power Analysis: Can describe and analyze power relationships in community, organizations or groups.
7. *Marxist Analysis:* Can use methods and concepts of Marxism to explain an issue or problem.
8. *Analyzing Art:* Can analyze elements of a body of art work and evaluate the work.
9. *Dynamic Concept of Groups:* Can apply social science concepts of "group" and explain the utility and limitations of each perspective to the understanding of the dynamic nature of a group.

Advanced Concentrations

All students are required to complete one full advanced concentration in a particular subject area, and a second, "mini"-concentration, in another subject area, both to be selected by the student. Subject areas are listed below. The full advanced concentration must include demonstration, in the given subject area, of all four advanced competencies listed below. The "mini"-concentration must include demonstration, in the given subject area, of any *two* of these advanced competencies.

General Education

The four advanced competencies are:

1. *Explaining Historical Change:* Can summarize a sequence of events leading up to an important historical change and explain the major causes of the change.
2. *Evaluating Theoretical Explanations:* Can identify, describe and compare theories or prevalent explanations of a given issue or problem.
3. *Interpretation/Argument:* Can construct and defend an explanation of an issue.
4. *Action Project:* Can act on the basis of a stated argument.

At present the Center offers advanced concentrations in these subject areas:

a. Law and Social Order
b. Philosophy and Religion
c. Paying for the City
d. Organization and Environment
e. Boston and Its Neighborhoods
f. Women: Work, Family and Sexuality
g. Human Services

In addition, students may work with faculty to design their own advanced concentrations.

Note: Students may take Center-approved Urban Studies courses in the College of Arts and Sciences to meet the requirements of designated advanced concentration competencies (see list of advanced competencies above).

Elective Competencies

The requirement is to demonstrate *any six* General Center competencies, which may include demonstrating the ability to communicate in a modern language other than English about personal circumstances, needs and desires. The four competencies in this basic foreign language elective are:

1. *Elementary Understanding:* Can gain sufficient understanding from a spoken or written communication to be able to establish its general topic or theme, as well as the content of a variety of simply worded questions or statements which may be included.
2. *Elementary Speaking:* Can speak well enough to make requests, pose questions, or give directions of an elementary nature, and to pronounce recognizably any word one hears.
3. *Basic Conversation:* Can speak the language in a manner that may be understood by a native speaker and can understand the language spoken by such a speaker.
4. *Basic Reading and Writing:* Can write simple descriptions, explanations or instructions which can be understood by a native speaker and can read material of a similar nature.

Learning Opportunities in the General Center

The following courses and field-based learning opportunities are typical of each semester's offerings.

Explorations in Human Awareness and Interpersonal Communication— an Assessment Related Entry Course
The purpose of the course is to help students increase their current awareness and skills with respect to cross-cultural and interpersonal communications. Students will participate in several exploratory group sessions which relate to experiential learning in regard to cultural issues and interpersonal dynamics. Students will then develop and implement a plan/project to further develop their awareness and skills in accordance with the requirements of the competencies.

Community People— Assessment Related Entry Course
The goals of this course are to explore both the experience and the concept of "community": to look at how we, as individuals, have been influenced by the communities in which we and our families have lived, and by the ideas about community that we have developed; to learn about other forms of community than those familiar to this society today; to analyze differing concepts of community and arguments about the role of communities in people's lives; to evaluate critically the application (or lack of it) of social science concepts of community to such issues as public housing, urban renewal, "red-lining," and condominium conversion. (Students working on the old General Center competencies might address Social Perception, Attitude Formation, or Ways of Changing Identity from the *Role and Identity* certificate.)

The Uses and Abuses of Social Psychology
The goals of the course are to explore what social psychologists have to contribute to the analysis of contemporary issues; to become alert to the possible misuses of social psychological knowledge; to develop skills in analyzing research studies and theories. We shall focus on theory and research about attitudes toward authority/processes of social influence.

Political Protest and Social Criticism
This course will involve readings about the main ideologies of political protest in U.S. history. Students will read texts by and about abolitionists, suffragettes, black nationalists, anarchists, socialists, syndicalists, communists, and feminists. Discussion will focus on the political content of these forms of social criticism. Students will also learn about the historical context in which these protests developed. There will be several films about various dissenting groups.

Strategies for Survival: Continuing to Serve People in Massachusetts
What do we do now? The current national/state climate leaves many people wondering what can still be done to provide services to people who need them. This course will offer a chance to examine the current situation and its implications, as well as to work together to devise strategies for change and resistance. Guest speakers will help us think about what's happening now and we will engage in group projects to help develop survival tactics, such as recipient and worker organizations, self help groups, and political coalitions.

General Education

Organization and Change
This course deals with fundamental organizational approaches and theories among different constituencies and an analysis of how organizing effects change among various organizations, to include: labor union organizing, issue organizing, community organizing, political organizing, electoral organizing (campaigns), and action organizing.

Conflicts of Responsibility
The commitment to do human services involves assumptions about the nature and extent of our responsibilities to others. In this course we will explore some of the following questions: 1. To what extent are we responsible for other people?; 2. Is it ever ethical to help a person against his or her will?; 3. Can we help others without imposing our values on them? Is that good?; 4. What should we do when we have conflicts among our responsibilities to ourselves, our clients, and society? The particular focus of the course will depend upon the interests of the students.

Understanding Current Economic Events: A Beginner's Guide to Mysteries
The objective of the course is to learn about the economic theories and concepts that will help you understand economic problems facing the country and the world. Subjects will depend upon current economic events, but will include inflation, unemployment and recession. The goal of this course is to provide theory, practice, and discussion via experimental workshops and follow-up sessions which focus on increasing and/or clarifying current skills, developing new skills for better understanding and utilizing knowledge about small group dynamics for practical purposes.

Literature of Searching and Survival
In this introduction to literature, we will read novels, short stories and poetry which delve into life's big questions—identity, love and friendship, failure, aging and death. Authors include Ralph Ellison, Toni Morrison, Margaret Atwood, Saul Bellow and others. We will approach the texts from our personal experience as well as by the use of techniques and terms which help readers understand the writer from "inside" h/her work.

Arts and Crafts of Native First People—Indians and Eskimos
A survey of the arts of the first people and their nations in the western hemisphere, from paleolithic times to the present age. Native first people arts and crafts will be examined for their uniqueness of styles and contributions to human values, and community identification.

Organizing for Welfare Rights
Designed for welfare recipients and others who have the prior approval of the instructor. This course will address welfare policy issues from an organizing and networking perspective. An objective of the series of workshops will be to revitalize the ARMS (welfare rights) group. Another objective is to provide initial support to welfare recipients who are students at CPCS.

Black Biography
An examination of the life and times of Nat Turner, Harriet Tubman, Frederick Douglass and Paul Robeson. These selected heroic figures will serve as representatives of the black community's struggle against various forms of oppression and injustice.

Analyzing Political Argument
Can you find the hidden assumptions behind your opponent's arguments? Can you prove that their conclusions don't follow from the evidence? Can you make a convincing case for your own position? This course is designed to help students improve their reasoning and debating skills. The first half of the course will be focussed on dissecting and evaluating competing political arguments; the second half will provide opportunities for students to construct, present and defend their own arguments.

Thinking About Ethics
In this course, we will discuss a variety of contemporary ethical issues—pornography and violence against women, nuclear arms, welfare policies, school prayer, etc. The focus will be on (1) helping students improve skills in making arguments and evaluating other people's arguments, and (2) giving students the opportunity to re-examine the moral positions they hold, and those they fight against, in order to develop more fully their own ethical points of view.

Advanced Concentration: Women's Studies
This course will serve as the basis for an advanced concentration on women's position in the workplace and in the family. Students will explore the change—or lack of change—in the ways women have viewed themselves and have been thought about and treated by others from the nineteenth century to the present. The course will begin with the status of women from the time of the American Revolution and then will focus on work, sexuality, and the family during two periods, 1810–1860 and 1930–1980. On the basis of this material, the course will address the questions: 1. Why have women been unequal for so long?; 2. What sorts of changes would bring about equality for all women, white women and women of color, working-class and middle-class women? Other learning activities in the concentration will help students in the area of two other competencies—Interpretation and Argument and Action Project. Some examples of action projects are helping to organize a battered women's shelter, doing affirmative action organizing in an office, giving a lecture on the importance of ERA, etc.

General Education

Advanced Concentration: Marriage, Family and Culture
Marriage and the family are universal in human societies, but the specific forms of these institutions, and the ways in which they operate, vary according to the culture of the group. The goals of this course are to examine the nature of marriage and family in our own experience, and in selected other cultures; to trace and explain historical changes in marriage and family patterns, in terms of changing social contexts; and to evaluate the utility of different theories which purport to explain the similarities and differences in forms of marriage and the family. Also within the course this semester students will consider ways of gaining and demonstrating competence in Interpretation and Argument and in an Action Project that will enable them to complete this advanced concentration in the fall or at some later date.

Advanced Concentration: Global Village
The goals of this course are to examine the history and development of communications through mass media systems, with a principal focus on broadcasting in the United States. The past 50 years will be the time period explored. The student will be expected to read the assignments, write theme papers, watch television, and develop a course project. Helpful prior competence: Survey reading, editing information, writing information, some prior work in communications and criticism and argument.

Advanced Concentration: Social Welfare: Theory and Ethics
This study group will provide an opportunity for students to work together to design an advanced concentration in social welfare, which is focused on the issues involved in creating and sustaining community-based models for meeting individual needs and improving the quality of collective life. We shall begin work on the concentration by: 1. sharing experiences we have had in the community-based setting; 2. identifying theoretical issues that are relevant to a variety of settings; and 3. examining historical changes in definitions of the society's responsibility to individual members. On the basis of prior experience and current interests, students will select specific historical topics and theoretical approaches for detailed study. Working individually or in small groups, students will prepare annotated bibliographies on their topics and share what they have learned with the study group.

Advanced Concentration: Political Economy
This concentration will start off with involvement in an Action Project related to the City's fiscal problems. Possible action projects; 1. monitor and intervene in the revaluation process of the City of Boston; 2. lobby the state legislature to increase aid to cities; 3. develop materials to educate citizens on the City's budget. Related to the Action Project, the History competency work will focus on the political and economic forces which will have created the fiscal crisis in the cities. The theories and explanations will explore both political and economic frameworks that explain why cities have been abandoned and political economic concepts which would guide us in developing a more effective way to preserve our cities. The specific focus will be on Boston but the learning will be relevant to other American cities as well.

Beginning Spanish I
The goal of the course is to assist the student in learning Latin American Spanish. Emphasis is on speaking and listening rather than on reading and writing and on the basic language patterns and vocabulary needed to answer simple questions and conduct simple interviews in public and community service settings. Students should expect to spend a second semester to reach the level required by the two competencies of Level I, and an additional two semesters if they want to acquire the complete certificate.

Intermediate Spanish I
The goal of this course is to assist the student in learning Latin American Spanish. After a review of the language structures and vocabulary with which the student is assumed to be familiar, the course will be devoted to reinforcing and enlarging on those skills and shaping them to be of specific use in public or community service settings. Students should normally expect to spend one additional semester to reach the level required by the Certificate. Necessary prerequisite: the prior course at CPCS or the equivalent in knowledge and skills.

Ethnic Origins, Public Schools and Change
Using the example of the development of Boston, and especially the history of Boston's schools, students will be asked to describe the process of historical change and to identify a theory of history which would explain changes. Special attention will be given to the experience of immigration in developing Boston's communities and the impact of ethnic changes on schooling.

Workshops and Special Group Activities

These workshops are designed to give students an opportunity to assess and explore individual learning styles.

How Do I Learn? How Can I Learn Best for Me?
In this course, students will identify ways in which learning was reinforced in their families and schools, reflect on learning experiences in which they were successful and in which there were problems, study theory about adult learning, set goals for future learning, and discover ways to deal with learning problems like math anxiety or distraction or fear of evaluation.

Building Social Networks
This course is designed to provide an oppportunity for students to network with each other based, primarily, on life and work experience outside of CPCS. In a series of workshops students will create a mechanism through which referrals and networks can continuously form.

Workshops in Small Group Dynamics
To provide theory, practice, and discussion via experimental workshops and follow up sessions which focus on increasing and/or clarifying current skills, developing new skills for better understanding and utilizing knowledge about small group dynamics for practical purposes.

Applied Language and Math Center (ALM)

A student graduating from CPCS will have demonstrated competence in the kinds of reading, speaking, writing and mathematics appropriate to careers in public and community service and to further study at the graduate level.

The Language Certificate program has three parts: Speaking (2 competencies), Reading (3 competencies), and Writing (5 competencies).

Each student must demonstrate all ten competencies required by the Language Certificate. Evaluation and instruction of the language competencies are offered at CPCS in a sequence that enables students to progress from beginning to intermediate to advanced work. Students should address these competencies in this order, and should make every effort to demonstrate the beginning competencies by the end of their first two or three semesters. Each student is required to demonstrate the beginning and intermediate competencies in reading and writing by his or her twenty-fifth CPCS competency. A carefully designed competency testing sequence, beginning prior to the opening of school and occurring throughout the year, will enable students to demonstrate competence and/or to identify their needs for further instruction.

Language Certificate Competencies

Speaking I: Public Interest Speaking: Can present information orally to a group in a well-organized and articulate manner, and can respond to unexpected questions with ease.

Speaking II: Advocacy Speaking: Can speak effectively in advocating a position, with the intent of persuading an audience not yet convinced of that position.

Reading I: Reading for Information: Can gather information from reading short passages about a variety of subjects, especially those relating to the study of public and community service.

Reading II: Research Reading: Using selected library research materials, can locate and read articles for research purposes.

Reading III: Reading Theories and Concepts: Can read and understand theories, concepts, and/or methods and their applications as presented in the literature of a professional field or academic discipline.

Writing I: Writing Information: Can present information in concise written form.

Writing II: Research Report Writing Competency: Using library resources, can prepare and write a short research report.

Writing III: Writing Analysis: Can develop and write an analysis which applies the theories, concepts, and/or methods of a profession, field, or academic discipline.

Advanced Writing IV: Can use advanced writing strategies to formulate and develop complex and/or independent positions required for the demonstration of advanced competencies in a professional field or academic discipline.

Mathematics Certificate

This Certificate requires three competencies: Basic Math, Algebra, and a third, double-weighted advanced competency.

Basic Math and Algebra emphasize problem solving skills. The three advanced competencies—Statistics, Computer Science, and Public Service Math—reflect math skills and applications necessary to the various professional roles for which the student is preparing. The student is expected to choose one advanced competency in consultation with his or her Career/Center.

1. *Basic Math:* Solve mathematical problems relating to the CPCS curriculum and everyday life experiences by using the basic mathematical skills.
2. *Algebra:* Solve problems related to the CPCS curriculum and everyday life by using algebraic skills.
3. *Public Service Math* (a double competency): Know the math necessary to do the financial planning, decision-making and record-keeping for a public service agency or individual household.
4. *Statistics:* (a double competency): Use the techniques of descriptive statistics to analyze data and understand basic concepts of statistical inference.
5. *Computer Science* (a double competency): Solve computational or data processing problems by programming and operating a computer.

Instructional Program of the Applied Language and Math Center

The following learning opportunities were some of those which were available during recent semesters. Offerings vary each term.

Tutoring Services

Tutoring is offered both for individual students and for small groups. *Competencies to be Addressed:* Math Certificate: Basic Math and Algebra; Reading Certificate: all competencies; Writing Certificate: all competencies.

Specific Description of Activities: Students will work with other CPCS students trained as tutors. A student will be able to have individual sessions with a tutor or to be a part of a small group.

Number of Students to be served: Any CPCS student who wants to work on the competencies listed with a tutor may go to Room 617 for math tutoring, or see the appropriate faculty member for language tutoring.

Relevant Scheduling Information: Tutoring is available morning, afternoon, and evening, Monday through Thursday.

Adult Training and Development Program

This new program was developed in response to a need expressed by students. These students work in public and community service and are called upon to deal with adults in a variety of settings which require unique teaching skills, and different methods, materials, and programs. Four competencies form the core of the Adult Training and Development Program. They span the training process from needs assessment and curriculum design through implementation and evaluation procedures. Students in this program learn through regularly scheduled courses, directed study, field placement and/or jobs or community work. Students may elect to complete this program for an Independent Interest Certificate, for an alternative career area Certificate, or as part of the newly developed joint Human Services-Adult Training and Development Combined Career Certificate. The following learning opportunities were recently offered in this area.

Applied Language and Math

Language Courses

Public Speaking
This course will help students develop the ability to organize and present material to the listener in a way that is understandable and well articulated. Students will be instructed in appropriate techniques of oral communication and will learn to effectively utilize graphics and media props to enhance their delivery. Tape recorders and video t.v. equipment will also be used in the course.

Writing Information
Writing Information offers concrete, effective strategies and tools to help the student solve a number of critical writing problems, such as: topic selection and focus, controlling idea, thesis sentence, paragraph construction and development, and conclusion resolution.

Research Reading and Report Writing
This course is designed to meet the needs of students who wish to master the techniques of research report reading and writing: locating and reading library research materials, preparing and writing a research report.

Drama and the Law
This course will focus on legal cases that have raised significant moral and social issues, and which have also been represented in drama, fiction, documentaries or other critical studies. We will see films and read literature to understand these conflicts in a human context, and read selections from briefs, courtroom arguments and judicial opinions from the cases themselves to understand the conflicts in a legal context.

Math Courses

Applied Mathematics
Assessment-related entry course designed for both new and continuing students. An understanding of basic mathematics is an important ingredient in comprehending our highly complex society. This course is designed to help you meet the Basic Math competency while simultaneously giving you practice in reading and problem solving. Addition, subtraction, multiplication, division of whole numbers, fractions, decimals, and percentages will be studied in the context of a variety of applications. Most reading will be from newspapers; there will be some discussion of major new issues with emphasis on the quantitative aspects of current affairs. Problem solving will be learned from life or work experience.

Statistics
This course gives students a reading knowledge of statistics and the experience of handling data, and prepares them for the Statistics competency. The competency will be demonstrated in two parts: a test and a project. The test will be given at the end of the course and will give students a chance to demonstrate understanding of statistical concepts as they appear in a variety of published sources. The project will give students a chance to demonstrate use of some of the knowledge gained in the course to analyze selected data.

Computer Science
This course is designed so that the student (1) will obtain an understanding of the operating structure of computing systems; and (2) will be able to operate and program a computer using the BASIC (Beginners All-Purpose Symbolic Instruction Code) programming language. This course gives students a "hands on" environment for acquiring programming skills and an understanding of computing systems. While part of the course will be in the lecture-discussion format, the remaining part of the course will involve the student in programming problems requiring the operation of a computing system. Students in this course will have access to the UMass/Boston CDC Cyber Time-Sharing System and/or a DEC Rainbow microcomputer.

Personal Money Management
This course is designed to help students learn and develop new ways of planning and controlling individual finances in order to meet personal goals and broaden financial understanding. Topics include budgets, property tax, various insurances, depreciation, loans and interest, installment buying and credit, investments, and cash flow. The student must have completed the Basic Math and Algebra competencies before taking this course.

Community Planning Center

The Community Planning Certificate Program

The Community Planning Certificate is designed to provide education and evaluation for individuals who are, or expect to be, involved in planning the improvement of important services and facilities for the benefit of small to medium-sized communities.

The skills in which students are trained are intended to be useful in planning for the needs of an urban neighborhood, a small municipality, or a particular population group, such as the elderly, youth, or the mobility-impaired. The employers of students who have earned the certificate might be community-based service agencies, community groups organized around one issue or many issues, or offices of a municipal government charged with community development coordination or with responsibility for addressing the special needs of a particular neighborhood or population.

The program may be used to specialize in planning for particular kinds of services or facilities, such as housing, social services, energy, economic development, but there is no requirement that the student specialize in any one area.

An additional goal of the program is to foster in the student an awareness of, and a capability to analyze, the political and value dimensions of his/her participation in the community planning process.

Earning the certificate requires the demonstration of twelve competencies. Choice and flexibility are provided within each competency through the many different community settings which may be used, the various issue areas which may be emphasized, and the various ways in which skills may be acquired and demonstrated.

The program emphasizes direct, first-hand involvement in community planning situations through organized projects and through the use of prior and present community or professional situations.

Specializations in the Community Planning Program

Students may choose to pursue specializations of their studies in Community Planning by electing competencies from housing, management, economic development or energy after they have completed a core of eight specified, required competencies. Those wishing to pursue a Community Management "minor" may complete a Community Planning/Management Certificate by adding to the eight required competencies four management competencies undertaken as Independent Interest, thereby completing 12 community planning competencies and four management competencies.

Community Energy Planning Certificate

For students who choose to specialize in energy planning, a specialized 12 competency certificate has been developed. Community members who are not working towards a BA degree may also enroll as special students in the Community Energy Planning Certificate Program, which takes two years to complete.

The Community Service Management Certificate Program

The Certificate in Community Service Management is designed for people who are working or preparing to work in the management of small to medium-sized public and private organizations, or who wish to enhance their ability to affect the role of such organizations in the economic and social development of the communities in which they live and work.

The Certificate is also designed for students who seek management skills but do not particularly plan to work in human service agencies, so that the Human Services Management Certificate would not be as appropriate as the broader Community Service Management.

The Certificate seeks to relate the management of organizations to the social and economic needs of people as participants in a particular neighborhood or community and as citizens in the larger society. It builds upon the broad base of the liberal arts, which foster an understanding of the nature of people as they function in society along with the skills required to interact with others.

The competencies included in the Certificate will qualify the student to become an entry level manager in social agencies, state and local government, professional offices, small businesses, and ventures directed toward community economic development.

The twelve competencies making up the Certificate emphasize the theory of communities and their development, as well as the professional skills necessary to implement activities leading to community enhancement and the efficient operation of such activities and enterprises.

Completing the Community Planning Certificate

Career Certificate Competencies

The following competencies must be completed by students earning the Certificate in Community Planning:

1. *Concepts of Community:* Can recognize and apply various concepts and perspectives used to identify and define communities for planning purposes.
2. *Community Description:* Can prepare a detailed and comprehensive description of a specific community.

*3. *Community Needs Analysis:* Can identify and analyze community needs within the larger context of community issues.

*4/5. *Plan Making: Planning Process and Decision-Making:* Can develop a plan addressing a problem or set of problems faced by a neighborhood or community.

*6. *Community Impact Assessment:* Can assess the impact on a community of an action by a public agency, private agency, or private developer; can assist the community in planning alternatives to the proposed action.

For competencies 7–12 students choose either generic Community Planning or Community Energy Planning as follows:

Community Planning

- Required:

  7. *State and Federal Programs:* Can identify and describe state and federal programs affecting a particular community.

  8. *Planning Models and Theories:* Can analyze the process used in the development of a plan for an urban community.

- For 9–12 choose four from the following:

  Proposal Development: Can develop a proposal to obtain funding for a community-oriented project.

  Funding Strategies: Can systematically plan a funding strategy for a community program.

  Evaluation Design: Can identify the basic issues involved in program evaluation and plan evaluation procedures for community-based programs.

  Evaluation Implementation: Can apply advanced principles of evaluation to carry out and analyze program evaluations in community-based agencies.

Community Planning

Housing Design and Site Evaluation: Can devise a housing program, prepare a design scheme for a site and evaluate the effect on the design scheme of conditions at the site.

Housing Development Finance: Can A) prepare a mortgage loan application for a proposed housing development where the apartment distribution and land costs are established; B) describe the purpose of the following loan-closing documents: note, mortgage, regulatory agreement, building loan agreement, construction contract, title insurance policy, and builder's risk insurance policy.

Housing Consumer Law: Can A) advise residents on their legal rights and how to defend them; B) assist individuals in filing complaints or seeking redress from public agencies for housing problems.

Strategies for Economic Development: Can apply the major approaches of economic development to economic problems of a community.

Community Energy Planning

- Required:

*7. *Evaluation Design*

*8. *Housing Design and Site Evaluation*

9/10. *Energy Production and Conservation:* Can analyze and describe the development of current energy policy and identify specific energy alternatives and management options available to communities in the primary energy sectors (residential, commercial/industrial and municipal) for affecting energy production and consumption.

- For 11 and 12 choose two from the following:

Housing Consumer Law: (see above)

Consumer Energy Advocacy: Can analyze current utility practice regarding energy and provide technical assistance to groups/organizations involved in energy issues.

Designing and Managing Energy Systems: Can apply technical knowledge of the design and management of existing residential or commercial energy systems.

*Indicates generic competencies which students in Community Energy Planning are expected to demonstrate with an emphasis on energy.

Completing the Community Service Management Certificate

The following competencies must be completed by students earning the Certificate in Community Service Management:

1. Concepts of Community
2. Community Description
3. State and Federal Programs
4. Community Needs Analysis

**5. Management Theories and Practices

**6. Personnel Practices

7. Proposal Development
   or
   Funding Strategies

**8. Accounting Practices
   or
   Financial Management

9/10. *Two of the following:*
   Proposal Development
   Funding Strategies
   Accounting Practices
   Financial Management
   ** Community Relations
   ** Collective Bargaining

11/12. Evaluation Design *and*
   Evaluation Implementation
   or
   Plan Making: Planning Process and Decision-Making

** See description below, under Agency Management competencies.

Agency Management Competencies

1. *Management Theories and Practices:* Can understand and apply various management theories and practices to the operation of non-profit and government organizations.
2. *Accounting Practices:* Can understand the accounting cycle and use standard accounting practices to prepare basic financial records for a non-profit organization.
3. *Financial Management:* Can understand and apply techniques of financial analysis and financial management for non-profit and government organizations.
4. *Personnel Practices:* Can develop and make use of personnel policies and systems for non-profit and government organizations.
5. *Community Relations:* Can formulate a plan to develop neighborhood, community and Board support for a community-based agency.
6. *Collective Bargaining:* Can identify and describe the collective bargaining issues, laws and rules relevant to situations in which workers seek to bargain with employers, and can also identify and describe alternative solutions to problems being dealt with in the collective bargaining process.

Community Planning

Learning Opportunities in the Community Planning Center

The following courses and field-based learning opportunities were available during recent semesters. Offerings vary each term.

People and Places
This course attempts to stimulate thinking about various kinds and definitions of community; to define one community from the viewpoints of a variety of roles: planner, resident organizer, social service worker, and candidate for political office; to gain awareness of the cultural perspectives on community brought by differing racial and ethnic groups.

Evaluating Community Agencies
This course will assist students in designing evaluations of community programs; evaluation proposals will be based on measurable objectives and take into account principles of research design.

Community Portraits
This course will assist students in learning how to do social investigation of a small community or neighborhood, including defining the community's major physical, economic, historical, social and political characteristics. Weekly reading assignments, class discussions and field exercises will be offered.

State and Federal Programs
This course will examine government programs for communities in the light of recent political changes as well as the interconnection of the defense budget and domestic programs. Specific federal and state programs in such areas as transportation, community development, environmental protection and human services will be discussed, as well as the differences among income maintenance, revenue sharing and categorical grants. To complete the competency students should participate in class, complete readings and write a paper.

Personnel Practices for Community Agencies
This course will help students learn how to devise a comprehensive personnel system to meet the needs and goals of a community agency.

Directed Study and Evaluation of Prior Experience in Management
This course is designed to aid students with prior experience of course work in one or more of the management competencies to demonstrate their competence and to gain additional knowledge to complete parts of the competencies not gained through use of prior experience.

Funds for the 80's
Students will be introduced to the range of funding sources available to those interested in community and human service programs. This introduction will include factual information, elements crucial to analyzing the options and refining one's own strategy. The course will also cover proposal writing and marketing techniques.

Evaluating the Impacts of Development
Various techniques for evaluating the impacts of development on a community's physical and natural environment, traffic, housing market, economy, etc. Students should be able to evaluate and critique existing environmental impact statements. Students will also discuss the various conflicting roles of a community planner and define a coherent course of action consistent with their personal and professional values.

The Nature and Uses of Planning Theory
A series of theories used by the planning profession will be studied and analyzed, with emphasis on identifying their strengths and weaknesses and on their usefulness under various conditions. Marxist analysis will be optional for those students interested in this perspective.

Agency Finances I
This course will cover the basic principles of cash and accounting, financial statements for nonprofit agencies, and budget and financial controls. Demonstration of competence is through in-class tests and take-home exercises.

Planning for Social Change
The class gives an overview of the multiple roles of the community planner and will examine opportunities for social change. The course relies extensively on readings and case studies.

Energy Trends
This course begins with an examination of past and present trends in energy technologies and policies. We then explore the policy options available to government decision makers at all levels as they plan the transition to the new era of expensive energy and use of renewable resources. Students will be provided with the concepts and tools necessary to analyze their community energy needs—who owns and controls it, how much it costs, where it comes from and the potential for energy conservation and job creation.

Outreach and Linkages: Developing Community Support for a Nonprofit Agency
This course addresses the basic principles of marketing for nonprofit organizations; techniques for media contact; and how to organize and operate an effective Board of Directors.

Laboratory Courses/ Field Projects
Some of the Center's instructional offerings are organized as laboratory courses, i.e. field projects in which the entire group of students works on a real project for a community organization. These projects often require extra hours and travel to various neighborhoods or towns around Greater Boston. Some of the courses described above which are often set up as field projects include:

- *Evaluating Community Agencies*
- *Community Portraits*
- *Funds for the 80's*
- *Evaluating the Impacts of Development*
- *Planning for Social Change*
- *Energy Trends*
- *Outreach and Linkages: Developing Community Support for a Nonprofit Agency*

Criminal Justice and Public Safety Center

The Center

The Center for Criminal Justice and Public Safety is the newest Center at the College of Public and Community Service. It offers a program of interdisciplinary study that prepares students for middle-management or professional, specialist positions within the field of criminal justice, and it is designed to meet the needs of students already employed in the field as well as those of future practitioners. The program also prepares students for related positions in all levels of government. It also provides a basis for future graduate study in criminal justice. Students who complete the program are awarded a Bachelor of Science degree in Public Service.

The program of the Center for Criminal Justice and Public Safety is designed to broaden the scope of the student through interdisciplinary and inter-Center study. In addition to completing an Assessment program, earning certificates in reading, writing, and speaking, in mathematics, and in general education, as specified by the College-wide distribution requirements, students must also complete work in the professional specialty of criminal justice, in the administration of criminal justice agencies, and in such related disciplines as community planning, human services, and legal services, that lead to the awarding of the Criminal Justice Career Certificate. The requirements for the Criminal Justice Career Certificate are listed below.

For the benefit of students working during the day, it is possible to complete the program through evening study alone.

The Criminal Justice Certificate Program

The Criminal Justice student must complete 12 competencies, of which eight focus specifically on Criminal Justice; the remaining four are interdisciplinary.

Criminal Justice Competencies:
Introduction to Criminal Justice
Criminal Law I
Criminal Law II
Criminalistics
Criminal Evidence and Procedure
Principles and Practices of Public Management
Collective Bargaining
Public Budgeting and Performance Management

Interdisciplinary Competencies:
Students must complete one competency from each of the following three groups and one additional competency from any one of the three groups.

Group One

Financial Records (Community Planning Center)
Financial Management (Community Planning Center)
Mediation and Arbitration (Legal Services Center)
Negotiation (Legal Services Center)
Statistics I and II (Applied Language and Math Center)*
Computer Science I and II (Applied Language and Math Center)*

*Cannot be used to meet both ALM and major requirements.

Group Two

Human Service Programs
Culture and Human Services
Analysis of a Social Problem (Human Services Center)
Contemporary Families
State and Federal Programs (Community Planning Center)
Community Description (Community Planning Center)

Group Three

Community Relations (Community Planning Center)
Community Needs Analysis (Community Planning Center)
Concepts of Community (Community Planning Center)
Influencing Administrative Agencies (Legal Services Center)
Court Procedure (Legal Services Center)
Access to Legal Institutions (Legal Services Center)
Administrative Agencies (Legal Services Center)

Human Services Center

The Human Services Certificate Program

The Human Services Certificate program is designed to address the basic skills and knowledge needed by all workers in the human services. As students gain competence in the basics, they can begin to specialize according to their interests and career goals. The program concentrates on skills needed to work with individuals, groups, and families, as well as those needed to work on a variety of human service issues in such areas as services for the mentally retarded, day care centers, drug programs and services for the elderly and other populations.

The Human Services Certificate requirements are organized to give students a balance of knowledge and "hands on" practice as well as general and specialized knowledge and skills.

Completing the Certificate Program

The Certificate has three parts: Part I, consisting of six required competencies, represents the basic knowledge and skills of all human service work; Part II, consisting of six competencies of which three are required, is the theoretical and analytical area of concentration; Part III involves the practical skills of intervention; *two* of these competencies are required.

Through the specific content area you select to demonstrate your competence and through the type of evaluation you select, you may use the Certificate to focus on a particular area of human service work. For example, you may be interested in working with adolescents and may demonstrate your competence in Basic Intervention, Interviewing and Reporting by your work in a youth agency, an interview, and a report of that interview with one adolescent. You might go on to critique some research on adolescents (Research Issues and Methods Competency), analyze the problem of teenage pregnancy (Analysis of a Social Problem), analyze adolescence in terms of the theory of developmental changes (Life Stages), carry out an intervention with an adolescent, and finally work with a group of adolescents as a group leader (Intervention Competencies).

Part I (All required)

1. *Human Service Programs:* Can describe the history and functioning of human service agencies.
2. *Human Development:* Can describe the developmental changes which occur in people over the life span and relate these changes to theories of development.

3/4. *Interviewing and Reporting Information:* Can interview and report information relevant for a particular purpose in human service work (double weight competency).

5. *Basic Intervention:* Can perform a human service intervention in an organized setting and analyze it.
6. *Culture and Human Service Delivery:* Can discuss various ways in which cultural differences impact on the delivery of human services.

Part II (three required, one from each group of two)

1. *Research Issues and Methods:* Can locate and critically evaluate research reports in an area of professional interest.
   or
2. *Testing: Issues and Methods:* Can judge appropriate uses of major educational and psychological standardized tests.

1. *Analysis of a Social Problem:* Can analyze from a historical perspective the origins and social responses to a specific social problem, and describe current methods of intervention.
   or
2. *Theories of Development:* Can compare and contrast two theories of development and use them to analyze a sample of behavior.

1. *Contemporary Families:* Can analyze the structure and function of contemporary families in terms of historical forces and human service influences.
   or
2. *Life Stages:* Can analyze theoretically the developmental changes and issues for a particular life stage and apply this information to a human service situation.

Part III (two required)

1. *Intervention with Individuals:* Can work purposefully with an individual, using theory to accomplish stated goals.
2. *Intervention with Groups:* Can work purposefully with a group using theory to accomplish stated goals.
3. *Working on a Human Service Issue:* Can work purposefully on a human service issue to effect change.

Learning Opportunities in the Human Services Center

The following are examples of typical instructional activities in the Human Services Center.

Human Service Programs
This course is essential to all entering Human Services students since it provides an introduction to the Human Services curriculum. The goals of the course are to explore a variety of ways of looking at phenomena which the society has designated as social problems and to examine the methods developed by the human service system to address these problems.

Collecting and Reporting Information
This course will explore different types of interviews; emphasis will be on developing students' observational and interviewing skills. Discussion exercises and practice interviews will be designed to assist students in assessing and developing their skills.

Human Services

Mental Illness and the Family
This course will focus on how the family copes when one of its members is identified as mentally ill, and on how family members' relations with the "sick person" as well as with each other are affected.

Intervention with Adults in Training Groups
This course will examine a variety of theories about adult development and behavior with particular reference to the behavior of adults in group situations and to adult education. Students will then design and conduct a group training experience for adults. Class meetings will deal with effective methods for training adults. Students will share their experiences in conducting training sessions.

Analysis of a Social Problem: Drug Abuse
This course will focus on the social, political and economic consequences of drug abuse, on types of treatment available to drug addicts, on who abuses drugs, why drug traffic is not controlled, and under what circumstances money to support drug treatment becomes available.

Life Stages: Childhood
An intensive analysis of the social, physical, psychological and cognitive aspects of childhood; and a study of institutions and services that serve children and how well they meet children's needs.

Race, Class and Culture
This course will explore the dynamics of race, class and culture in the context of human service delivery. Students will be expected to have done or be doing in the current semester the *Cultural Awareness* competency in the General Center and the *Human Service Programs* competency in the Human Services Center.

How Do We Become
This is an assessment related course designed for both new and continuing students. The course will explore the ways in which a person develops over the life-span: biologically, psychologically, and socially. Major developmental theories will be studied to help explain changes which occur as a person progresses through the life stages.

Jailhouse Blues
This course will explore the effects of incarceration on prisoners and on their families. Both contemporary and historical situations will be studied, with emphasis on human service approaches to problems of incarceration.

Testing Issues and Methods
The goals of this course are to understand the general principles underlying testing and to develop a critical understanding of the implications of the use of tests and test results. Completion of Part I of the Human Services Certificate and demonstrated reading and writing competence are necessary for successfully meeting the competency requirements.

Consumer's Guide to Social Research
The course will focus on concepts in research and how to evaluate social science studies.

Basic Intervention
The focus of this course is to provide students with a basic understanding of the intervention process. It will help students evaluate their role as "helpers." Students will carry out a self-assessment of their own skills. The course will integrate individual and group learning plans.

The Culture-In-You and the Family
The intent of the course is to have participants explore via mini-lectures, discussions, structured exercises and activities the give-and-take between the individual and the cultural context, and how families in general and one's own family in particular can be an arena for looking at the "culture-in-you."

Intervention with Individuals
In this course we will look at the effect of one person's intervention in another's life. We will discuss some basic theories related to the intervention process and students will be encouraged to explore and develop their own basis for intervention. Each student will be required to carry out an actual intervention of at least eight weeks. Some class time will be spent on supervising these interventions.

Field-Based Courses:

Systems Approach to Family Interaction

Discovering Adolescence

Research: Issues & Methods in Mental Health

Small Groups

Working with Groups

Workshop Activities (Special Programs):

Understanding Families (Family Interaction)
This three-part workshop will focus on two aspects of the family: 1) family as socializing agent, and 2) family dynamics, specifically, how family members' experiences are transformed into behaviors.

Legal Education Services Center

The Center

The purpose of the Legal Services Center (the Law Center) is to improve the quality and decrease the cost of legal services. Our primary focus is the preparation of law workers for a wide variety of law jobs. In addition to education and training we are concerned with the development of career lines for law workers. As a result, we are involved in encouraging the most economical and effective development of law workers and other law professionals, including the invention of new organizations to provide legal service primarily through law workers.

Law Center courses are offered twice, once in the morning, once in the evening. We assume that a student devoting full-time to the effort can complete the program in one school year. Competencies can be gained in courses, on the job, in a volunteer placement, or through independent study. Most students in the Law Center complete the Law Certificate as part of their BA degree. A limited number of places are also available for students who wish to complete only the Law Certificate.

The Law Certificate Program

A core of skills is required of all Law Certificate students. Each student then specializes in one of four areas corresponding to potential career interests.

Advocacy involves representing individuals in negotiations and administrative hearings.

Legislative advocacy involves working with the Massachusetts House and Senate and learning to influence the legislative process.

Dispute resolution involves learning to mediate as a neutral party in a conflict between two contending parties.

Labor studies involves analysis of unions and of issues affecting the work place.

Legal Services Competencies

To earn a certificate, students must complete twelve competencies. Starred competencies are required.

*1. *Administrative Agencies:* Can obtain from an administrative agency information describing how it makes most of its rules, and the procedure by which it conducts its adjudicatory hearings.

2. *Access to Legal Institutions:* Can identify at least one substantial problem that seriously affects the ability of people to gain access to, and to exercise rights in, courts or administrative agencies; can analyze that issue/problem; and can describe at least one solution that could improve access.

*Choose one of 3, 4, 5 or 6

3. *Making Facts:* Can make and develop a set of facts that will most effectively support a case.

4. Court Procedure: Subcompetency One: *Trace A Case:* Can obtain information from a Massachusetts District Court about each important step in the progress of a case.

Subcompetency Two: *Court Watching:* Can observe a court proceeding, describe its content, and identify its participants and purpose.

5. *Court Politics:* Can analyze ways in which courts are a part of the political process.

6. *Legislative Structure, Power and Process:* Can explain the reasons internal to the Legislature for the success or failure of a bill to become law in Massachusetts.

7. *Influencing Administrative Agencies:* Can design a plan to change a decision already made by an administrative agency.

8. *Legal Reasoning:* Can demonstrate the ability to interpret statutes and regulations, analyze cases, analogize and distinguish precedent.

9. *Legal Research:* Can utilize the materials in a law library to find and then to explain the relevant legal authority and precedent for a given problem(s).

10. *Research Analysis:* Can research and analyze a legal problem for which there is a conflicting or vague precedent.

11. *Substantive Law:* Can describe the major sources of law and rulings from an area of substantive law; can analyze the outcome of legal problems based on the application of that law to fact patterns typical of that area.

12. *Workers' Rights:* Can advise a worker about the rights and remedies available to resolve his/her complaints.

13. *Negotiation:* Can prepare for and conduct a negotiation. Can also analyze the strengths and weaknesses of your performance.

14. *Interviewing:* Can determine the goals of an initial client interview, conduct the interview, and evaluate the results of the interview.

15. *Investigation:* Can determine the goals of the investigation, identify potential sources of the information needed, gather the information, and report and evaluate the results.

16. *Administrative Advocacy:* Can present a final oral argument at an adjudicatory administrative hearing, prepare the obtaining testimony from witnesses (friendly and hostile) at that hearing and evaluate the effectiveness of your preparations and actual advocacy performance.

17. *Community Legal Education:* Can plan, in coordination with a community agency or community group, an educational program involving the law.

18. *Mediation and Arbitration:* Can prepare for and conduct a conciliation. Can analyze the strengths and weaknesses of your performance.

*Choose one of 19-22

19. *Implementation of Law:* Can gauge the effects of legal acts by comparing the expressed intent of a rule of law with the ways in which it is carried out by the appropriate governmental agencies.

20. *Ethics of Role:* Can demonstrate an ability to reason with ethical standards, both your own and those imposed by legal professional groups; and can evaluate the enforcement of ethical standards.

21. *History of Law:* Can trace the development of a law or legal institution.

22. *Values in the Law:* Can describe and analyze the values or fundamental assumptions reflected in a legal rule or legal institution.

Legal Education Services

*Choose either 23 or 24

23. *Legal Strategy:* Develop a strategy for resolving a problem presented by a client which can be resolved in an adjudicatory administrative or court hearing.

24. *Legislative Strategy:* Develop a strategy for successful passage or opposition of a piece of legislation filed in either branch (House or Senate) of the Massachusetts Legislature.

Learning Opportunities in the Law Center

The following courses and field-based learning opportunities were available during 1984 and 1985. Offerings vary each semester.

Negotiation
This course teaches the uses of power and leverage in a one-to-one negotiation setting. By repeating role play drills, in class and out, students will work with progressively more complex techniques of persuasion. While using various forms of power, the student will become sensitized to the ethical problems inherent in such use. Alternative ways of coping with these ethical problems will be discussed. The course will also serve as introduction to the Law Certificate.

Legal Reasoning
This course attempts to develop in students two interrelated skills: the first is the ability to reason with the law— to search out the "meaning" of statutes and cases, to challenge regulations, and to work with the interplay of "facts" and "rules"; the second is the ability to find, analyze, and effectively utilize relevant legal research materials. A related goal is to encourage clear and well organized writing as well as reasoning.

Legal Research
This course introduces students to the resources of a law library, the mechanics of statutory and case law, regulation research and the forms of accurate citation.

Courts
The course will introduce the student to the procedure of civil and criminal trial courts, to some aspects of the rules of evidence, and to the ways of discovering and using "facts" for presentation in courts and administrative hearings.

Community Advocates Law Office Internship (CALO)
This office is a community/public interest law practice serving indigent clients through either individual advocacy, community advocacy, or mediation. Students may decide to work on either the Mediation or the Advocacy section in a given semester. Students must devote *15* hours per week to the internship for advocacy; *10* hours for mediation. CALO will assist students in preparing themselves to work as paralegals, through group classroom study and through actual participation, under supervision, in representing actual clients with general income maintenance problems, such as consumer problems, unemployment compensation, bankruptcy, welfare, etc. Students interested in experience as mediators can work on cases referred by district courts; students can also work with community groups on legal problems. Learning will be accomplished through group training sessions as well as through the practical experience of working on actual cases. Some competencies associated with CALO may be demonstrated through actual observation and evaluation during work in the law office; others require additional presentations, written or oral.

Legislative Process and Strategy
This course will introduce students to the structure, process and sources of power in the Massachusetts legislature. It will then take up the construction of effective strategies for passing or opposing legislation. Much of the work for the course will be done on actual bills in the Massachusetts House or Senate.

Consumer Law
This course will take up the rights and remedies of the consumer. It will cover such topics as small claims courts and Chapter 93A letters and suits. It will focus on the ineffectiveness of some of the available remedies as well as their best use and possible reforms.

The Laws of Social Security and Supplemental Security Income
Students will study the Social Security System, including recent cutbacks and changes by the federal government. We will deal with an in-depth treatment of an S.S.I. Disability case and claim by a child for benefits. Students will learn to prepare a case for a hearing before an administrative law judge.

Constitutional Law
This course will focus on several areas of American constitutional law—freedom of speech, race and sex discrimination and privacy, including the abortion decisions. We will seek to put constitutional decisions in their historical and political context, taking up several major periods of constitutional change—including the post Civil War decades, the New Deal era, and the Warren Court.

Advanced Negotiation
This course will look at various theories that try to increase our understanding of the negotiation process. We will review some surprising social science research about how negotiators actually perform and what it takes to be a good negotiator. We will look at several analyses aimed at identifying the "best" settlement for both parties.

Mediation and Dispute Resolution
This course will look at three related topics: the techniques and skills available to a mediator, some theories about what causes disputes, and the range of devices invented to cope with conflict.

The Law, Direct Organizing and the Black Worker
Since the early 1960's a variety of means has been used by minority workers and their allies to respond to racist discrimination in the workforce. The source(s) of this discrimination may be the employer, the union, or both. The response to discrimination has relied sometimes on litigation, and sometimes on direct action. Students will examine "legalist" and "non-legalist" methods and will offer an analysis of the relative merits of each approach, or of some combination of approaches.

Legal Strategy
This course asks students to integrate the skills of reasoning, research and negotiation with knowledge of legal institutions to develop strategies to resolve various legal problems. Much of the course work will be the preparation of simulated cases. Students should already have completed the Legal Reasoning, Legal Research and Research Analysis competencies.

Gerontology Certificate Program

The Gerontology Certificate

The Gerontology Certificate program was created in 1980 to help professionals respond to the needs of the growing numbers of older people in our society. From the outset, the program has sought to involve older people themselves in the study of aging, and to provide both older and younger people with the skills and resources in social policy which can better enable them to plan for an aging society. These policy skills prepare students for such jobs as home care case managers, nursing home ombudsmen, administrators in senior centers, community advocates, and direct service providers to the elderly.

The Gerontology Program's three emphases reflect career options available to graduates: social policy, applied research and direct services. Learning opportunities in these areas help students to acquire knowledge of and familiarity with state and federal policy of particular relevance to the aged; to develop skills identifying the medical, legal and social needs of the older person; and to increase their theoretical and practical knowledge of aging through field work intervention on a one-to-one basis with a frail elder in a community setting.

The Gerontology Certificate Program draws on competencies from three Career Centers at CPCS: Human Services, Community Planning, and Law. Twelve career competencies and one speaking competency are needed to complete the Gerontology Certificate. Gerontology courses are offered in a concentrated one-day a week format, with completion of a certificate possible in two terms of study.

Completing the Certificate Program

The following competencies must be completed by students seeking the Gerontology Certificate:

Section I (All required)

*1. *Life Stages of the Elderly*: Can identify, compare and describe published theories on aging, and give illustrations.

*2. *Analysis of a Social Problem*: Can analyze from a historical perspective the origins of and social responses to a specific social problem of the elderly and describe current methods of intervention.

*3/4. *Interviewing and Reporting Information*: Can interview and report information relevant to a selected class field project involving the elderly in a community setting.

*5. *Basic Intervention*: Can perform a human service intervention with a frail elder in a supervised field internship for a period of 5–8 weeks and can describe and analyze theories of a helping relationship.

*6. *State and Federal Programs for the Elderly*: Can identify and describe state and federal programs for the elderly.

Section II (Two required)

1. *Human Development*: Can describe the developmental changes which occur in people over the life span, especially as concerns the elderly, and can relate these changes to theories of development.
   or
2. *Intervention with Individuals*: Can work purposefully with an elderly individual using theory to accomplish stated goals.
   or
3. *Intervention with Groups*: Can work purposefully with a group of elderly using theory to accomplish stated goals.
   or
*4. *Research Issues and Methods*: Can prepare a detailed analysis of research material regarding an issue of special concern to the elderly.
   or
5. *Working on a Human Service Issue*: Can work purposefully on a human service issue, which affects the elderly, to promote change.

Section III (Two required)

*1. *Evaluation Design*: Can identify the basic issues involved in a program evaluation and develop appropriate research instruments for use in field projects relating to the elderly.
   or
*2. *Evaluation Implementation*: Can apply advanced principles of evaluation to the field projects relating to the elderly and can collect data for analysis.
   or
3. *Funding strategies*: Can systematically plan a funding strategy for an elderly program.
   or
4. *Proposal Development*: Can develop a fundable proposal for a community-based elderly program.
   or
5. *Community Relations*: Can formulate a plan to develop neighborhood, community and board support for a community-based agency for the elderly.

Section IV (Last two may chosen from following list or options above)

*1. *Community Needs Analysis*: Can identify and analyze community needs of the elderly within the larger context of community issues.
   or
2. *Administrative Agencies*: Can obtain from an administrative agency for the elderly information describing how it makes most of its rules, and the procedure by which it conducts its adjudicatory hearings.
   or
3. *Negotiations*: Can prepare for and conduct a negotiation for an elder. Can also analyze the strengths and weaknesses of your performance.
   or
*4. *Legislative Structure, Power & Process*: Can explain first the reasons internal to the Legislature relative to the success or failure of a bill of special interest to the elderly, and, second, how a bill becomes a law in Massachusetts.
   or
*5. *Speaking II: Advocacy Speaking*: Can speak effectively in advocating a position on a social problem concerning the elderly with the intent of persuading an audience not yet convinced of that position.

*Instruction provided in Gerontology Certificate Program on an annual basis.

Gerontology

Learning Opportunities in the Gerontology Program
The following are examples of typical instructional activities in the Gerontology Program which take place over two semesters of intensive study. Daytime classes are held once a week either Wednesday or Thursday, with morning and afternoon sessions of from two to two and one-half hours each. (A direct service placement with a frail elder is required during the student's second term of study).

The How and What of Programs That Serve the Elderly
This course will have two major emphases: an examination of the legislative process and a review of state and federal programs that serve the elderly.

Elderly Action-Research Project
This course will be taught as a community service project about a particular human service issue affecting the elderly. Students will conduct a community needs assessment including interviews, and will prepare detailed write-ups about the issue in question.

Working with Frail Elderly
These workshops will provide opportunities for students to examine the dynamics of basic interactions in a human service context. Experiential and theoretical material will be used to examine issues of role, ethics, relationships, and the linking of these to purposeful action.

The Older Years: Issues of Old Age in America
This course will explore the psychology of aging, our perspectives on aging, and aging theories. It will also address aging problems and such important issues as housing, health, retirement and others.

Evaluating Programs for the Elderly
This course will familiarize students with the basic knowledge of evaluation design and implementation. Students will be required to do an evaluation project in addition to preparing an analysis of a technical research article.

Administrative Officers and Faculty

Office of the Dean

James Jennings, PhD, Dean
Sandra Kanter, PhD, Associate Dean for Academic Affairs
Carmen Dillon, MEd, Associate Dean for Planning and Development
Marsha Rhea Gordon, MA, Special Assistant to the Dean
Barbara Buchanan, EdM, Director of Field Education
Marcia P Crowley, BA, Director of Career Planning

Center Directors

Lucy Horwitz, PhD, Applied Language and Math Center
Carole Upshur, PhD, Community Planning Center
Clark Taylor, PhD, General Center
Elizabeth Johnson, PhD, Human Services Center
David Matz, JD, Legal Education Services Center
Herman Hemingway, JD, Criminal Justice and Public Safety Center
Scott A Bass, PhD, Director, Gerontology Institute
Paul Houlihan, MA, Associate Director, Gerontology Institute

Faculty

Scott Bass, BA, MA, PhD, *University of Michigan,* Associate Professor
George Berkley, BA, *Bowdoin College,* MA, *Harvard University,* PhD, *Tufts University,* Professor
Harold R Bronk, Jr., BA, *Hofstra University, STB, Berkeley Divinity School & Karl-Eberhards Universitaet,* Associate Professor
Elba Caraballo, BA, *Curry College,* MA, *Boston University,* MSW, *Boston University,* Assistant Professor
Constance Chan, AB, *Princeton University,* MA, *Boston University,* PhD, *Boston University,* Assistant Professor
Quentin Chavous, BA, MA, PhD, *Ohio State University,* Associate Professor
Marion Darlington-Hope, BA, *University of Massachusetts at Boston,* MA, *Massachusetts Institute of Technology,* Assistant Professor
Clarence Dilday, BS, *Howard University,* MS, JD, *Boston University,* Associate Professor
Jeremiah Donovan, AB, *Boston College,* MEd, *Teachers' College of the City of Boston,* MS, *Bentley College,* Associate Professor
Joan Ecklein, BA, *University of Michigan,* MA, *Radcliffe College,* PhD, *Harvard University,* Professor
Carroy Ferguson, BA, *Bowdoin College,* MA, PhD, *University of Rochester,* Assistant Professor
Patricia Fleming, AB, *Radcliffe College,* MA, PhD, *University of Rochester,* Associate Professor
Michelle Foster, BA, *University of Massachusetts at Boston,* EdM, *Harvard University,* Instructor
Walter Foxtree, BS, *Tufts University,* MA, *Harvard University,* Diploma, *School of the Boston Museum of Fine Arts,* Assistant Professor
Murray Frank, BA, *New York University,* MSW, *Columbia University,* PhD, *Brandeis University,* Professor
Marilyn Frankenstein, BS, MA, *Brooklyn College,* Assistant Professor
Phyllis Freeman, BA, *State University of New York, Binghamton,* JD, *Northeastern University,* Associate Professor
Zelda Gamson, BA, MA, *University of Michigan,* PhD, *Harvard University,* Visiting Professor
Robert Garofalo, BA, *Yale University,* EdD, *Harvard University,* Associate Professor (on leave, 1985-86)
Mauricio Gaston, BArch, *Princeton University,* MCP, *Massachusetts Institute of Technology,* Assistant Professor
Alice Gormley, BA, *D'Youville College,* MA, *Columbia University,* MA, *University of Massachusetts at Boston,* Assistant Professor
James Green, BA, *Northwestern University,* PhD, *Yale University,* Associate Professor
Jean Griffin, BA, MEd, EdD, *Temple University,* Associate Professor
Philip Hart, BA, *University of Colorado,* MA, PhD, *Michigan State University,* Assistant Professor
Herman Hemingway, BA, *Brandeis University,* JD, *Suffolk University,* Professor
Nancy Hoffman, BA, MA, PhD, *University of California, Berkeley,* Associate Professor
Richard Hogarty, BA, *Dartmouth College,* MGA, *University of Pennsylvania,* PhD, *Princeton University,* Professor
Bradley Honoroff, BA, JD, *Harvard University,* Associate Professor
Lucy Horwitz, BA, *University of Colorado,* EdM, *Tufts University,* PhD, *Massachusetts Institute of Technology,* Associate Professor (on leave, 1985-86)
James Jennings, BA, *Hunter College,* MA, MPhil, PhD, *Columbia University,* Associate Professor
Patricia Jerabek, BA, *Wilson College,* MA, *Northeastern University,* Assistant Professor
Elizabeth Johnson, BA, *University of Massachusetts at Boston,* PhD, *Boston University,* Assistant Professor
Daisy Jordan, BA, *University of Massachusetts at Boston,* JD, *Boston College,* Assistant Professor
Sandra Kanter, BA, *Connecticut College,* MCP, *University of Pennsylvania,* PhD, *Massachusetts Institute of Technology,* Associate Professor
Marie Kennedy, AB, *University of California at Berkeley,* MArch, *Harvard University,* Assistant Professor
William Kittredge, BS, *Iowa State University,* JD, *Boston College,* Professor (on leave, 1985-86)
Paul Klein, BS, *Wilkes College,* MA, *Rutgers University,* PhD, *The Pennsylvania State University,* Professor
Thomas Lally, AB, *Providence College,* MA, *Rutgers University,* Assistant Professor
Victor Lopez-Tosado, BA, EdM, *University of Puerto Rico,* Instructor
Miller Lovett, BS, BA, STB, PhD, *Boston University,* Associate Professor
David Matz, BA, *Brandeis University,* JD, *Harvard University,* Associate Professor
Terrence McLarney, AB, *College of the Holy Cross,* JD, *Columbia University,* Associate Professor
Molly Mead, AB, *Cornell University,* MA, *Simmons College,* Lecturer
Christopher Nteta, BA, *Rhodes University,* BD, ThM, *Harvard University,* Associate Professor (on leave, spring 1986)
Femi Oguntosin, BS, MS, *Northeastern University,* Assistant Professor
Margaret Rhodes, BA, *Stanford University,* PhD, *Brandeis University,* Associate Professor
Paul Rosenkrantz, BS, *Springfield College,* PhD, *Clark University,* Professor
Rosamond Rosenmeier, BA, *Mount Holyoke College,* MA, *Radcliffe College,* PhD, *Harvard University,* Associate Professor (on leave, 1985-86)
David Rubin, BA, MA, *Northwestern University,* MA, PhD, *Brandeis University,* Associate Professor
Richard Rudolph, AB, AM, PhD, *University of Connecticut,* Associate Professor
Gary Siperstein, BA, *Pennsylvania State University,* PhD, *Yeshiva University,* Associate Professor

Faculty

Emilie Steele, BA, *Barnard College,* Assistant Professor
Victoria Steinitz, BA, *Tufts University,* MA, *Cornell University,* PhD, *Harvard University,* Associate Professor
Michael Stone, AB, *University of California at Los Angeles,* PhD, *Princeton University,* Associate Professor
John Strange, BA, *Duke University,* MA, PhD, *Princeton University,* Professor
Clark Taylor, BA, *dePauw University,* BD, *Evangelical Theological Seminary,* MCRP, PhD, *Rutgers University,* Associate Professor
Margaret A Tommasini, BA, *Westfield State College,* MA, *Wichita State University,* PhD, *Brown University,* Assistant Professor
Carole Upshur, AB, *University of Southern California,* EdM, EdD, *Harvard University,* Associate Professor
Miren Uriarte, BA, *University of Florida,* MSW, *Boston College,* Assistant Professor
Elaine Werby, BA, *Beaver College,* MSW, *Boston College,* Associate Professor
Ann Withorn, BA, *Florida State College,* MA, *Harvard University,* PhD, *Brandeis University,* Assistant Professor (on leave, spring 1986)
Bette Woody, BA, *Antioch College,* MS, *Columbia University,* PhD, *Massachusetts Institute of Technology,* Assistant Professor

The Institute for Learning and Teaching

The Institute

The Institute for Learning and Teaching of the University of Massachusetts at Boston was founded in 1970 and has a dual mission of serving both students of the University and the school systems of the greater Boston area. The Institute works collaboratively with University faculty and students, public school administrators and teachers, parents and community leaders to develop and implement innovative educational projects that directly address the complex issues in public education at the elementary, secondary, and higher education levels.

In the course of its fourteen-year history, the Institute has earned widespread respect in the community, in the Boston public schools, and on the Boston and Amherst campuses of the University. Recently, the University expanded the Institute for Learning and Teaching enabling it to draw upon the expertise of the past Institute with its focus on inservice programs and on the 130-year-old tradition of pre-service and graduate programs in teacher education from Boston State College. The Institute also draws upon the established resources of the programs in education offered by the University of Massachusetts at Amherst in the Boston area. Their combined strength, and the strength of the faculty of UMass/Boston's three colleges, constitute the foundation of the new expanded Institute for Learning and Teaching.

The Institute offers undergraduate courses of study, including major programs in early childhood and elementary education, and a certification program in secondary education. These programs offer the full array of courses, field experiences, and supervised student teaching that enable UMass/Boston students to earn teacher certification in the Commonwealth.

Inservice Unit Programs

The Inservice Unit of the Institute for Learning and Teaching collaborates with school systems, professional groups and cultural institutions to address all aspects of urban education. Although the primary client group is comprised of students, teachers and administrators in public schools, it also facilitates inter-university efforts to work with these same groups. The range of services provided runs from direct service to students (providing school-based tutors or advising students in the Flexible Campus Program), to the coordination and brokering of resources within and outside the University. Summer institutes for teachers, training sessions, in-service courses, and consultations on a classroom, school-, district- and system-wide level combine to provide services to the public schools. In addition, the Institute engages in the research, analysis, and dissemination of curricula and other classroom materials. Several projects publish their own newsletters. These projects are funded both by the University and by public and private agencies.

The Flexible Campus Program—Opportunities for High School Students

Through the Flexible Campus Program, juniors and seniors enrolled in Boston-area public, private and parochial schools can enroll in any introductory-level course in which space is available. High school students who meet the prerequisites can enroll in advanced-level courses as well. This program has given high school students a chance to see what university life is like and to explore fields beyond those taught at their own schools. Flexible Campus students participate fully in classes and are graded as regular UMass/Boston students. They may apply the credits they earn toward the requirements of their high schools, and toward those of UMass/Boston itself if they later matriculate here. Interested students should contact the Flexible Campus Coordinator at the Institute for Learning and Teaching of UMass/Boston. *The program is free.*

Elementary Education

The Program

The Elementary Education Program offers two majors: elementary education and early childhood education.

The chief objective of each major program is to give students the knowledge, attitudes, and skills necessary for successful teaching. Courses are designed to provide prospective teachers a theoretical frame combined with field-based experiences through which they can develop the range of skills necessary for success in the required semester of full-time professional student teaching, and thus become eligible for certification. The programs detailed below have been approved by the Interstate Certification Compact.

Requirements and Recommendations

The student majoring in elementary or early childhood education is offered a thorough preparation for teaching and certification through combined offerings in CAS (College of Arts and Sciences) and ILT (The Institute for Learning and Teaching). A solid foundation of coursework in CAS is designed to complement the teacher certification courses and practicum experiences provided by ILT. Students majoring in elementary education or early childhood education programs will complete the following graduation requirements:

1. The core curriculum of the College of Arts and Sciences. The student must also demonstrate proficiency in writing. Please see the introduction to the CAS section of this catalog for specific information concerning these requirements.
2. A course concentration (27 credit hours) in one of the following disciplines: earth science, English, geography, history, anthropology, political science, psychology, sociology. The requirements for the course concentration resemble major requirements for each area. For details about requirements and prerequisites, students should consult with their advisors and with the appropriate department chairpersons. Additional concentrations are being planned. For further information, please contact the Associate Director of Education in ILT.
3. A foundation of education course (3 credit hours) in CAS (Sociol E 238, Phil E 210, or Anth 255).
4. Education courses: The program leading to a major (and teacher certification) in elementary or early childhood education consists of nine of the following education courses (27 credit hours), three pre-practica courses (9 credit hours) and a full semester of supervised student teaching (12 credit hours): ElmEd 201, 202, 203, 204, 305, 306, 307, 308, 309, 314, 315, 410, 430.
5. Students are advised to take "elective" courses according to their particular areas of interest within elementary or early childhood education. Recommended electives are listed below:
   Day Care: ElmEd 325, 334, 368, 370; Psych 237, 341, 442; Sociol E 242, 485.
   Reading: ElmEd 325, 331, 334, 362, 369, 401; Engl 375.
   Special Needs: ElmEd 325, 333, 336, 369, 401; Psych 346, 350, 356.

Early in their academic program, students should meet with their advisors to plan their course sequence. Most students will complete CAS core requirements by the middle of their second year, and will take electives and concentration courses during their second and third years. During the fourth year, in addition to finishing electives and concentration courses, students will spend either the first or second semester fulfilling the student teaching and seminar requirement.

Student Teaching

Students wishing to student teach must complete all prerequisite courses and meet the following requirements:

Academic and Professional Standards

Students must:

1. maintain a minimum cumulative average of 2.5 in the major field of study;
2. maintain a minimum cumulative average of 2.0 in all courses completed at the University of Massachusetts at Boston;
3. have demonstrated proficiency in the areas of English composition and speech, as evidenced by a positive faculty recommendation and a writing proficiency exam;
4. have achieved a minimum GPA of 2.5 in the methods course preceding the student teaching experience;
5. have demonstrated proficiency in the pre-student teaching laboratory courses, as evidenced by a positive faculty recommendation.

Personal, Social, and Ethical Standards

Students should:

1. be in satisfactory physical health;
2. be able to communicate successfully;
3. have demonstrated, in laboratory experiences, responsiveness to suggestions, sensitivity to students' needs, and commitment to the teaching profession;
4. have demonstrated leadership or the potential for leadership.

Students should contact the Certification Official as soon as they decide to seek teacher certification.

Elementary Education

ElmEd 201 Infancy, Human Growth and Child Development
Staff
The physical, emotional, intellectual and social components of development, and their relationship and effect on later functioning will be addressed. Heredity and the constitutional and environmental factors affecting physical and intellectual growth, personality development, and social adjustment will be emphasized. The content is designed to include implications for the educational setting.
Corequisite: ElmEd 202.
3 Lect Hrs
3 Credits

ElmEd 202 Pre-Practicum I—Infancy, Human Growth and Child Development
Staff
A directed and individually designed field experience in which students develop competencies and are given the opportunity to relate theory to practice. The students, under supervision, will observe and participate in situations involving young children.
Corequisite: ElmEd 201.
1 Lect Hr, 4 Lab Hrs
3 Credits

ElmEd 203 Issues and Techniques of Teaching in Elementary and Early Childhood Education
Staff
This course is designed to further student understanding of the role of the school as an educating agency. It will focus on federal, state, and local issues which influence the curriculum, the administration of the school, parental attitudes, student learning and methodology. Through readings, analysis and application in the practicum, the student will become aware of the issues and constraints influencing the effectiveness of the schools. Techniques will then become the major focus and will include: classroom organization, an examination of curricula; methodology; the integration of subject matter; sensory, motor, social, emotional and cognitive development; learning theory in general and its application to language acquisition, and the development of logical abilities.
Corequisite: ElmEd 204.
3 Lect Hrs
3 Credits

ElmEd 204 Issues and Principles of Teaching Elementary and Early Childhood Education—Pre-Practicum II
Staff
This course gives the preservice teacher an experiential base on which to translate the theoretical orientation of ElmEd 203 into the teaching-learning orientation of the classroom through direct participation in a hierarchical, sequential, and developmental set of experiences in an elementary setting.
Corequisite: ElmEd 203.
1 Lect Hr, 4 Lab Hrs
3 Credits

ElmEd 305 Communication and Literacy I (The Reading Component)
Staff
Topics to be presented include children's language and cognitive development, readiness, characteristics of modern reading/language programs, reading and responding to literature, content area reading, creative versus practical writing, classroom diagnosis and evaluation, and a review of the related literature.
3 Lect Hrs
3 Credits

ElmEd 306 Communication and Literacy II (The Language Arts Component)
Staff
This course will focus on the role and responsibilities of the reading-language teacher in a changing society. Major emphasis will be placed on developing language competence and an understanding of language. The interrelatedness of all language activities will be stressed. The communication framework will include the expressive and receptive arts.
Corequisite: ElmEd 307.
3 Lect Hrs
3 Credits

ElmEd 307 Pre-Practicum III
Staff
This course will afford the student an opportunity to demontrate his or her ability to relate theoretical coursework to practical application. The student has the opportunity to evaluate himself or herself against the state-mandated standards for a classroom teacher.
Corequisite: ElmEd 306.
1 Lect Hr, 4 Lab Hrs
3 Credits

ElmEd 308 Inquiry, Discovery, Health and Measurement I (The Science and Health Component)
Staff
This course will examine approriate methodologies utilized by the elementary teacher in the areas of health and science. A variety of programs and methodologies will be analyzed as they apply to the elementary/early childhood programs.
3 Lect Hrs
3 Credits

ElmEd 309 Inquiry, Discovery, Health and Measurement (The Math and Measurement Component)
Staff
This course will examine various methods of teaching math and will include a survey of the measurement and evaluation instruments currently in use for the diagnosis and assessment of intellectual ability and achievement.
Prerequisites: Math Placement Test; one math course at UMass/Boston.
3 Lect Hrs
3 Credits

ElmEd 314 Understanding Patterns of Culture and the Arts I
Staff
This course will assist the teacher in learning about aspects of culture which influence students, schools and education. It will focus on the potential impact of local, state and federal issues on learners, teachers and the total school community. The course will seek to help students understand people and the similarities among them. Modes of inquiry used in the social studies will be analyzed.
3 Lect Hrs
3 Credits

Elementary Education

ElmEd 315 Understanding Patterns of Culture and the Arts II
Staff
Participants will explore the broad cultural-historical view of selected groups and focus on important contemporary social and family structures. The course will seek to help students understand people and the similarities among them, through study of the arts, the beliefs, and other aspects of various cultures.
3 Lect Hrs
3 Credits

ElmEd 325 Media Materials for the Elementary Classroom
Staff
Students in this course learn to choose from a wide variety of appropriate audio and visual materials, to evaluate these materials, and to use them to provide successful learning experiences for the elementary school child.
Prerequisite: ElmEd 203.
3 Lect Hrs
3 Credits

ElmEd 331 Reading for the Academically Talented
Staff
Students in this course focus on learning to identify the gifted, creating conditions for maximum learning, and planning programs for bright children.
Prerequisites: ElmEd 203 and 305.
3 Lect Hrs
3 Credits

ElmEd 333 Behavior Modification and Classroom Management
Staff
This course explores the kinds of behavioral management problems that may arise in the contemporary classroom serving both typical and atypical children and examines the various methods and techniques that may be employed to deal with these problems.
3 Lect Hrs
3 Credits

ElmEd 336 Alternative Approaches to the Teaching of Reading
Staff
Multi-level readers, individualization, new alphabet systems, programmed learning, linguistically-based and phonic approaches, and the language-experience concept are among the new alternative approaches to the teaching of reading considered by this course.
Prerequisites: ElmEd 203 and 305.
3 Lect Hrs
3 Credits

ElmEd 362 Seminar in Curriculum Materials and Literature Resources in Elementary Schools
Staff
This course introduces the student to an overview of the elementary school library and provides a work-study investigation of the basic instructional and library resources for the elementary teacher.
Prerequisite: ElmEd 203.
3 Lect Hrs
3 Credits

ElmEd 368 Day Care Curriculum
Students in this course are exposed to the content, materials, and methods of day care education. The course will consider the goals of various curriculum models and examine the structure and content of current day care programs (such as family-centered, industrial, and center-focused programs).
3 Lect Hrs
3 Credits

ElmEd 369 Teaching Reading to the Special Needs Child
This course is designed to help the reading teacher diagnose needs, interpret tests, and plan, organize, and implement instructional programs for the remediation of specific reading difficulties.
Prerequisites: ElmEd 203 and 305.
3 Lect Hrs
3 Credits

ElmEd 370 Theory and Practice in Day Care
Staff
This course gives students an opportunity for the practical application of day care theory one morning a week in a day care setting.
Prerequisite: ElmEd 368.
3 Lect Hrs
3 Credits

ElmEd 400 Student Teaching and Seminar
Staff
A full semester during which student teachers complete four and one half days of supervised student teaching. Each student is expected to accomplish designated tasks at two different grade levels. He or she will be evaluated by the cooperating teacher and the University supervisor according to state-mandated standards (competencies) required for certification within the Commonwealth of Massachusetts. Seminars are held, with University supervision, to help students integrate theory and practice.
1 Lect Hr, 1 Semester of Practicum
12 Credits

ElmEd 401 Remedial Reading
Staff
This course will focus on the diagnostic and prescriptive knowledge needed by the teacher to successfully plan, implement and evaluate remedial reading programs. Included are causal factors, assessment techniques and instruments and their interpretation, case studies, and program evaluation.
Prerequisites: ElmEd 203 and 305.
3 Lect Hrs
3 Credits

ElmEd 403 Computers in Education
Staff
This course will focus on the use of computers in education. The first part of the course deals with the development of literacy. The second part addresses the issue of integrating computers into the school curriculum using both C.A.I. software and word processing. Students will preview and evaluate software, and will study Logo as a computer language useful in the development of programming skills.
3 Lect Hrs
3 Credits

ElmEd 410 Individualizing Instruction for the Special Needs Student
Staff
This course takes a historical approach to the education of exceptional children, including the major categories of special needs students within the teaching/learning environment. Topics will include intellectual, perceptual, behavioral, emotional, and communication disorders from early childhood to young adulthood.
3 Lect Hrs
3 Credits

Secondary Education

The Program

The Secondary Education Program is a combination of courses and practical experiences designed to meet the expanded requirements for teacher certification (effective September 1, 1982) mandated by the Massachusetts Board of Education.

Any student interested in completing the requirements for teacher certification at the secondary level is encouraged to contact the Institute for Learning and Teaching (ILT). A faculty advisor will be assigned to help plan the sequence of courses most appropriate to the students' needs. In addition, a designated advisor will be available in each of the CAS departments involved in the major.

Requirements and Recommendations

General Requirements

Candidates for a teaching certificate issued by the Commonwealth must meet the following minimum standards of competency:

1. demonstrated knowledge of the proposed field of certification;
2. demonstrated ability to communicate clearly and appropriately;
3. demonstrated ability to design instruction appropriate to the needs and interests of the learners;
4. demonstrated ability to use the results of various evaluative procedures to assess the effectiveness of instruction;
5. demonstrated ability to be equitable, sensitive, and responsive to all learners.

These standards may be met by graduation from the University, by completion of an academic major in a certifiable area, and by completion of the proper courses in secondary education as well as a student teaching practicum.

Standards for Entrance to and Retention in the Teacher Preparation Program

Academic and Professional Standards

Students must:

1. maintain a minimum cumulative average of 2.5 in the major field of study;
2. maintain a minimum cumulative average of 2.0 for all courses completed at the University of Massachusetts at Boston;
3. have demonstrated proficiency in the areas of English composition and speech, as evidenced by a positive faculty recommendation;
4. have achieved a minimum cumulative average of 2.5 in the sequence of professional courses;
5. have achieved a grade of 2.5 in the methods course preceding student teaching;
6. have demonstrated proficiency in the pre-student teaching laboratory courses, as evidenced by a positive faculty recommendation.

Personal, Social, and Ethical Standards

Students should:

1. be in satisfactory physical health;
2. be able to communicate successfully;
3. have demonstrated, in field-based courses, responsiveness to suggestions, sensitivity to students' needs, and commitment to the teaching profession;
4. have demonstrated leadership or the potential for leadership.

Students should contact the Certification Official as soon as they decide to seek teacher certification.

Required Courses

The following are required courses in secondary education: SecEd 201, 256, 333, 334, 336, 338, 341.

SecEd 201 Educational Psychology
Staff
A study of psychological facts and principles fundamental to learning, teaching, and personal relationships between teacher and learner. Developmental theories will be examined.
3 Lect Hrs
3 Credits

SecEd 256 Dimensions in Valuing
Staff
This course will examine the organization of personal value systems. Strategies involving decision-making, career orientation, personal commitment, and ranking of priorities are used. Effectiveness in communication skills, the enhancement of self-esteem, and sensitive responses to others are emphasized. Application to teaching situations and to helping professions is stressed.
3 Lect Hrs
3 Credits

SecEd 333 Methods and Procedures of Teaching in the Secondary Schools: Pre-Practicum I
Staff
This course provides students with an overview of all aspects of teaching in the secondary schools. Emphasis is placed on the methods and technology of teaching, with special attention to innovative methods of promoting learning and the role of the teacher in establishing a favorable setting for learning.
2 Lect Hrs, 1 Lab Hr
3 Credits

SecEd 334 Issues and Principles in Curriculum
Staff
This course will analyze contemporary problems and issues in American education. Principal attention will be given to such issues as curriculum development, goals, fiscal responsibility, structure and operation of public and private education at local, state and federal levels, and community issues.
3 Lect Hrs
3 Credits

Secondary Education

SecEd 336 Seminar in Advanced Teaching Strategies and Evaluative Procedures: Pre-Practicum III
Staff
This course presents the students with an opportunity to demonstrate skills in applying teaching strategies, under the supervision of a cooperating teacher and the college instructor. Concomitant lectures will include an evaluation of the teaching experience, plus instruction in elementary educational statistics, classroom testing and the use of standardized tests.
2 Lect Hrs, 1 Lab Hr
3 Credits

SecEd 338 Design and Use of Media: Pre-Practicum II
Staff
This course emphasizes the effective use, design and preparation of various media and crafts as they relate to the learning process. Students will learn how to operate the basic media equipment found in today's classrooms. Secondary school learning, production and/or media centers will be used to provide the basis for the practicum. Students will use their productions in teaching.
2 Lect Hrs, 1 Lab Hr
3 Credits

SecEd 340 Directed Study
Staff
This course provides an opportunity for students to gain additional field experience as administrative aides, teacher aides, community helpers, and especially as researchers.
Prerequisites: Senior standing and permission of the Associate Director of ILT.
Hrs by arrangement
3 Credits

SecEd 341 Developing Literacy in the Content Areas
Staff
This course is designed to meet the needs of the content area teacher by stressing the adaptation and integration of reading and writing skills to specific content fields in the secondary schools. Specialized techniques of assessment and appropriate teaching methodologies will be examined through assigned readings in the text and other sources, and through simulations and projects. These required projects will provide for the application of skills during student teaching assignments.
3 Lect Hrs
3 Credits

SecEd 420 Student Teaching in Biology and Seminar
Student teaching will provide in-depth responsibility in the classroom. This is a laboratory course of 7 weeks' duration involving five days of full-time supervised student teaching per week in a secondary school. The seminar will include evaluation procedures and shared student teaching experiences. The seminar will also address topics in special needs, including the legal aspects of Chapter 766 and the identification of different areas of exceptionality. It will also examine the modifications and adaptations in curriculum that must be made by the classroom teacher, and the resources available for that purpose. This course meets the standards for the Student Teaching Practicum established by the Massachusetts Board of Education, for a second certificate only.
1 Lect Hr, One Half Semester (7 weeks) of Practicum
6 Credits

SecEd 440 Student Teaching in Biology and Seminar
Student teaching will provide in-depth responsibility in the classroom. This is a laboratory course of 14 weeks' duration involving five days of full-time supervised student teaching per week in a secondary or middle school. It provides the student with more intensive training than the shorter courses listed above. The seminar will include evaluation procedures and shared student teaching experiences. The seminar will also address topics in special needs, including the legal aspects of Chapter 766 and identification of the different areas of exceptionality. It will also examine modification and adaptations in curriculum that must be made by the classroom teacher, and the resources available for that purpose. This course meets the standards for the Student Teaching Practicum established by the Massachusetts Board of Education, for initial classroom teaching certificates.
1 Lect Hr, 1 Full Semester (14 weeks) of Practicum
12 Credits

Secondary Education

The following courses have the same course description as SecEd 420:

SecEd 421 Student Teaching in Chemistry and Seminar
SecEd 422 Student Teaching in Earth Science and Seminar
SecEd 423 Student Teaching in English and Seminar
SecEd 424 Student Teaching in French and Seminar
SecEd 425 Student Teaching in Geography and Seminar
SecEd 426 Student Teaching in History and Seminar
SecEd 427 Student Teaching in Italian and Seminar
SecEd 428 Student Teaching in Mathematics and Seminar
SecEd 429 Student Teaching in Music and Seminar
SecEd 430 Student Teaching in Physics and Seminar
SecEd 431 Student Teaching in Spanish and Seminar
SecEd 432 Student Teaching in English as a Second Language and Seminar
SecEd 433 Student Teaching in Bilingual Education and Seminar

The following courses have the same course description as SecEd 440:

SecEd 441 Student Teaching in Chemistry and Seminar
SecEd 442 Student Teaching in Earth Science and Seminar
SecEd 443 Student Teaching in English and Seminar
SecEd 444 Student Teaching in French and Seminar
SecEd 445 Student Teaching in Geography and Seminar
SecEd 446 Student Teaching in History and Seminar
SecEd 447 Student Teaching in Italian and Seminar
SecEd 448 Student Teaching in Mathematics and Seminar
SecEd 449 Student Teaching in Music and Seminar
SecEd 450 Student Teaching in Physics and Seminar
SecEd 451 Student Teaching in Spanish and Seminar
SecEd 452 Student Teaching in English as a Second Language and Seminar
SecEd 453 Student Teaching in Bilingual Education and Seminar

Administrative Officers, Faculty, and Staff

Administrative Officers

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Arthur J O'Shea, PhD, Associate Director, Counseling Psychology Programs
Francis S Murphy, MEd, Director of Field Experiences

Faculty

Camile A Celi, BSEd, *State College at Framingham,* MEd, *State College at Boston,* Assistant Professor of Elementary Education
Myrna Clancy, BSEd, MEd, *Boston University,* Associate Professor of Elementary Education
James F Collins, BSEd, MEd, *State College at Boston,* Associate Professor of Elementary Education
Vincent A Cristiani, BS, *Boston Teachers College,* MEd, EdD, *Boston University,* Professor of Counseling Psychology
Ann M DePlacido, AB, *Emmanuel College,* MEd, *Teachers College of Boston,* EdD, *Boston College,* Professor of Elementary Education
Richard P Finn, BSEd, MEd, *Boston University,* PhD, *Boston College,* Associate Professor of Secondary Education
Moira A Galvin, BS, *Boston State Teachers College,* MEd, *State College at Boston,* Assistant Professor of Elementary Education (on leave, fall 1985)
Virginia E Garland, BA, *University of South Carolina, Warwick University,* MA, *Harvard University,* PhD, *University of Connecticut,* Lecturer; Education Administration Program
Raymond R Gilbert, AB, *Colorado College,* PhD, *Harvard University,* Professor of Counseling Psychology
Ronald A Grinnell, BSEd, *State Teachers College at Boston,* MEd, *State College at Boston,* Associate Professor of Secondary Education
Varda Konstam, BA, *City College of New York,* PhD, *Fordham University,* Associate Professor of Counseling Psychology
Frank J Luciano, Jr, BS, MEd, EdD, *Boston University,* Professor of Secondary Education (on leave, spring 1986)
Herbert Malick, BS, MEd, *Boston University,* PhD, *Boston College,* Professor of Secondary Education
Charles F McCarthy, BSEd, *State Teachers College at Boston,* MEd, *Northeastern University,* EdD, *Boston University,* Professor of Elementary Education
Perry Miller, BS, MEd, EdD, *Boston University,* LittD, *Bishop James Martin Theological Seminary,* Professor of Elementary Education
Helen D Moloney, BSEd, *State College at Framingham,* MEd, *State College at Boston,* Assistant Professor of Elementary Education
Francis S Murphy, BS, *Boston College,* MEd, *Teachers College of Boston,* Associate Professor of Secondary Education
Philip W Natale, AB, *Boston College,* MEd, *State College at Boston,* CAGS, *Boston University,* Associate Professor of Secondary Education (on leave, fall 1985)
Carol K Nectow, BA, *Ohio State University,* MEd, *Northeastern University,* Assistant Professor of Secondary Education
Doris S Norman, BS, EdM, EdD, *Boston University,* Professor of Counseling Psychology
Arthur J O'Shea, AB, AM, *Weston College,* MEd, PhD, *Boston College,* Professor of Counseling Psychology
Jean M Phelan, BSEd, *Boston State College,* MEd, EdD, *Boston University,* Professor of Elementary Education
Marilyn M Pula, BSEd, *Fitchburg State College,* MEd, *Boston College,* EdD, *Boston University,* Professor of Elementary Education
Mary E Rice, BA, *Emmanuel College,* MEd, *State College at Boston,* PhD, *Boston College,* Professor of Elementary Education (on leave, spring 1986)
Barbara Signer, BA, *City University of New York (Hunter College),* MA, *University of Michigan,* PhD, *University of South Florida,* Assistant Professor, Computer Education Programs
Robert D Sullivan, BSEd, MEd, *State College at Boston,* EdD, *Boston University,* Associate Professor of Elementary Education

Professional Staff for Inservice Programs

Joseph Check, Project Director, The Writing Center

Marietha Dixon, Project Director, District VI Partnership Program

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Charles Walker

The School of Nursing

The School

Faculty

Professors Grayce Garner, Anne Kibrick, Frances Portnoy, Myron Segelman; Associate Professor Sylvia Gendrop; Assistant Professors Kristine Alster, Linda Dumas, Laura Glover, Judith Lewis, Sherry Merrow, Arlyne Saperstein, Lina Zahr; Lecturers Donald Anderson, Janet Hafler, Mary Hennessey, Laurel Radwin, Jayne Rogers-Ehle, Caroline Stone, Claire Wolfram

Part-time Instructors: Jeanne Cartier, Linda Charnes, Maureen Ellis-Schneider, Virginia Haviland, Addie Johnson, Sheila Levenseler, Mary Lewis, Rita McCarthy, Mary Mullany, Angela Nannini, Ann Nicholson, Beverly Scannell-Propper, Charlene Silva, Marilyn Swartz, Lucinda Williams.

The School

The School of Nursing is accredited by the National League for Nursing, a professional organization which has as one of its functions the accreditation of baccalaureate and higher degree programs in nursing. The program also meets all educational standards and requirements of the Massachusetts Board of Registration in Nursing. To be eligible for licensure as a registered nurse, the graduate must sit for the licensure examination administered by the Board of Registration.

Students completing the program's requirements receive both a liberal and a professional education. Graduates of the program are awarded the Bachelor of Science Degree in Nursing. This degree is recognized by professional nursing organizations as the degree for entry into professional practice. University of Massachusetts at Boston nursing graduates are prepared to work with individuals, families, and groups in hospital and community settings to foster, maintain, and restore health.

Application for Admission

The School of Nursing offers a four-year limited enrollment program in nursing. Students are admitted at the freshman level through the Admissions Office. The Office of Admissions considers each candidate individually based on:

1. the secondary school transcript or its equivalent
2. SAT scores
3. successful completion, (indicated on the secondary school transcript) of one laboratory science course
4. the individual's personal statement

Students wishing to transfer into the School of Nursing from other institutions must also apply through the Admissions Office. To be eligible for admission to the School, transfer students with earned credits from other accredited collegiate institutions must be in good standing at their current colleges. Applicants with less than twenty transfer credits must submit their secondary school record and SAT scores to the Admissions Office. Credit may be transferred for courses completed which are appropriate to the courses in the Nursing Curriculum Plan. Course syllabi may be required by Admissions or by appropriate departments in order to determine credit equivalency. Transfer credits in the natural sciences will be accepted only if the natural science courses were taken within seven years of the time the student enters the program, and included a laboratory component. In general, all courses carrying a nursing (Nurs) code are to be taken at the University of Massachusetts at Boston. A transfer student wishing to transfer nursing credit from another accredited collegiate institution must petition the School of Nursing.

Students who are currently enrolled at the University of Massachusetts at Boston, and who wish to apply for intercollege transfer to the School of Nursing, may do so by submitting the Inter-College Transfer Form and appropriate transcripts to the School of Nursing. The inter-college transfer process is conducted in the spring and fall. Deadlines for application are February 15th (for admission to the fall semester program), and October 15th (for admission to the spring semester program). Inter-college transfer decisions are made on a space-available basis.

Criteria for admission of transfer students, including registered nurses, are:

1. a cumulative grade-point average of 2.75 or higher
2. successful completion of at least one laboratory science course
3. submission of a satisfactory personal statement
4. for registered nurse diploma school graduates: a score at or above the 50th percentile in the National League for Nursing (NLN) Profile Examinations (medical-surgical, parent-child, and psychiatric nursing). NOTE: a candidate may not take these exams more than three times.
5. for applicants who are registered nurses: two letters of recommendation attesting to professional competence

Because of the competitive nature of the program and a limited enrollment, satisfactory completion of the above minimal requirements will not guarantee admission to the School of Nursing.

Nursing

Requirements and Recommendations

General Requirements

Students must fulfill the curriculum requirements of the School of Nursing and must complete a total of 123 hours of course work, including the sixty hours of nursing (Nurs) courses. In addition, by the end of the sophomore year, students must have successfully completed the Writing Proficiency Examination administered by the College of Arts and Sciences. In order to be eligible for graduation, a student in the nursing program must achieve a minimum cumulative GPA of 2.0. A grade below a C (2.0) is unacceptable for any prerequisite course or nursing course. (These courses are marked with asterisks in the curriculum plan below.) Prerequisite courses and nursing (Nurs) theory courses may not be taken pass-fail.

Progression in the School of Nursing

All freshman and sophomore courses marked with asterisks in the curriculum plan are prerequisite to nursing (Nurs) 300-level courses, and must be completed by the end of the summer semester preceding enrollment in those 300-level courses. Because the number of available hospital placements is limited, the student unable to complete the prerequisites before this deadline will not be placed, but will, on request, be considered for the following year's class on a space-available basis.

Students taking courses in the freshman-sophomore nursing curriculum on a part-time basis should plan their schedules with advisors so that they can be assured of places in the 300-400 level courses (which involve hospital placements) when they have completed their prerequisites. Students in the 300-400 level courses who interrupt their progress will, for the same reasons indicated above, be considered for the following year's nursing class on a space-available basis.

Students with outstanding incompletes may be required to clear those incompletes before continuing their progress in the School of Nursing. In addition, students must maintain an overall cumulative GPA of at least 2.0. When School of Nursing students meet with their advisors, they should discuss the School's academic progress requirements.

Basic Curriculum Plan

Freshman I Semester

Engl 101, Freshman English I, 3 Credits
*Chem D107, Introduction to Chemistry I, 4 Credits
*Biol D111, General Biology I, 4 Credits
*Nurs 100, Introduction to Nursing, 1 Credit (may be taken in Freshman II semester)
*Health Care Studies, 1 Credit
*A "Socio-Cultural Studies" course, 3 Credits (may be taken in Freshman II semester; see "Notes" below for approved courses)

Freshman II Semester

Engl 102, Freshman English II, 3 Credits
*Chem D108, Introduction to Chemistry II, 4 Credits
*A "Nutrition" course, 3 Credits (see "Notes" below for list of approved courses)
*Psych E101, Introductory Psychology, 3 Credits (may be taken in Freshman I semester)
An elective course, 3 Credits (mathematics recommended)

Sophomore I Semester

*Biol 207, Anatomy and Physiology I, 4 Credits
*Biol 209, Medical Microbiology, 4 Credits
*Elective, 3 Credits
*A "Growth and Development" course, 3 Credits (see "Notes" below for approved courses)

Sophomore II Semester

*Biol 208, Anatomy and Physiology II, 4 Credits
*Nurs 201, Pathophysiology, 3 Credits
*A Growth and Development Course, 3 Credits (see "Notes" below for approved courses)
*Nurs 200, Foundations of Nursing, 3 Credits

Junior I Semester

*Nurs 301, Clinical Application of Nursing Theory I, 9 Credits
*Nurs 305, Health Assessment, 4 Credits
An elective course, 3 Credits

Junior II Semester

*Nurs 302, Nursing II, 10 Credits
*Nurs 314, Pharmacology, 3 Credits
An elective course

Senior I Semester

*Nurs 401, Synthesis of Clinical Practice Concepts I, 10 Credits
*Nurs 403, Professional Issues I, 3 Credits
An elective course, 3 Credits (statistics recommended)

Senior II Semester

*Nurs 402, Synthesis of Clinical Practice Concepts II, 10 Credits
*Nurs 404, Professional Issues II, 3 Credits
An elective course, 3 Credits

Notes:

1. *Courses Marked by Asterisks (*)*
   To remain in good academic standing, students must earn grades of C (2.0) or better in all courses marked by asterisks. All freshman and sophomore courses marked by asterisks must be successfully completed by the end of the summer semester preceding enrollment in the 300-level nursing (Nurs) courses. *Note*: Engl 101 and Engl 102 must also be successfully completed by the end of this semester.

2. *Distribution Requirements*
   a. *Socio-Cultural Studies Courses* (one is required)
      Sociol E101 or 101, Introduction to Sociology
      Sociol C140, Life Cycle
      Sociol E160, or 160, Social Problems
      Sociol E201, Youth and Society
      Anth E103, Introduction to Cultural Anthropology (a prerequisite for Anth 316; see below)

   b. *Nutrition Courses* (one is required)
      Biol 108, Introduction to Nutrition (offered spring semester and summer session)
      Chem E200, Nutrition (offered fall semester and summer session; prerequisite Chem D107, corequisite Chem D108)
      Anth 316, Nutrition, Growth, and Behavior (offered spring semester; prerequisites Anth E103 and Biol D111)

   c. *Growth and Development Courses* (two are required, each from a different group)

      Group I: Child
      Sociol 310, Socialization
      Psych E241, Infancy and Childhood Development
      Anth 356, Childhood in America

      Group II: Adolescent
      Psych E242, Adolescence

Nursing

Group III: Adult
Sociol 342, Aging and Society
Psych E243, Psychology of Adult Development and Human Aging
Anth 355, Anthropology of Sex Roles

Group IV: Life Span
Sociol E281, Society and the Individual
Anth E254, Culture and Personality
Anth 253, Culture and the Life Cycle

d. *Elective Courses*
At least three electives must be chosen from College of Arts and Sciences courses in the humanities. Students should discuss appropriate choices with School of Nursing advisors.

Waivers of Requirements for Registered Nurses Through NLN Examinations

1. NLN Profile Examination (for diploma school registered nurse graduates only). A total of no more than 24 semester hours (to satisfy Nurs 100, 200, 301, 302) may be earned by a score at the 50th percentile or better in the following Nursing Profile Examinations:

   Care of the Adult Client
   Care of the Client during Childbearing/Care of the Child
   Care of the Client with a Mental Disorder

2. NLN Science Examinations (for registered nurses only, who have not fulfilled the requirements by course work). A total of no more than 26 semester hours may be earned by a score at the 50th percentile or better (at baccalaureate level norms) in one or more of the following:

Chemistry I and II	8 semester hours
Anatomy and Physiology I and II	8 semester hours
Microbiology	4 semester hours
Nutrition	3 semester hours
Pharmacology	3 semester hours

Waivers of Requirements through CLEP Examinations (for all nursing students who have not fulfilled the requirements by course work)

A total of 21 semester hours may be earned for courses marked with an asterisk on the School of Nursing Curriculum Plan. A score at the 50th percentile or better must be attained.

CLEP Exam	*In Lieu of*
General Biology (without essay)	Biol D111
General Chemistry (without essay)	Chem D107 and D108
Introductory Sociology	Social E101 or 101
General Psychology	Psych E101
Human Growth and Development	Psych E243

Students may also fulfill elective course requirements by successfully completing CLEP examinations (with the permission of the appropriate academic departments); students may also earn credit by completing the General CLEP Examination for English and the Humanities at the 75th percentile or better. Students should discuss credit for CLEP examinations with School of Nursing advisors. *Note:* credits gained through CLEP examinations are not necessarily transferable to other University programs.

Nurs 100 Introduction to Nursing
Ms Portnoy and Staff
Introduction to the nursing profession. Topics include the history of nursing and health care, concepts of health and illness, the roles and functions of the professional nurse and other health care providers, and political and economic influences on nursing and health care.
1 Lect Hr
1 Credit

Nurs 200 Foundations of Nursing
Ms Alster and Staff
Introduces the skills considered basic to nursing practice. Areas of emphasis include communication skills, the nursing process, and basic technical skills. Clinical practice is included; students are assigned to care for patients in a health care agency.
2 Lect Hrs, 3 Lab Hrs
3 Credits

Nurs 201 Pathophysiology
Mr Segelman
The course deals with alterations in the normal physiology of body structures. Discussion of normal state is followed by the description of physiological changes resulting in the symptoms of disease. Topics include the various body systems, such as cardiovascular, renal, respiratory, and endocrine.
Prerequisites: C111, 207.
Corequisite: Biol 208.
3 Lect Hrs
3 Credits

Nurs 301 Clinical Application of Nursing Theory I
Ms Wolfram and Staff
Introduces nursing process and systems analysis as major methodologies in nursing practice. The perspective of levels of prevention is viewed as the rationale for nursing management. Major emphasis is placed on the development of knowledge and skills necessary to assess the major indicators of an individual's health status, and to use them for averting or managing crisis. Both tertiary and secondary prevention levels are studied. The course has a practicum component.
Prerequisite: See note 1 above.
Corequisite: Nurs 305.
4 Lect Hrs, 15 Lab Hrs
9 Credits

Nurs 302 Clinical Applications of Nursing Theory II
Ms Rogers and Staff
The theme of this course is individual human needs and problems in relation to environment, and their consequent relation to nursing practice. Nursing management strategies with the potential for significant positive impact on human health and well-being are explored. Theories related to system analysis, crisis and adaptation are applied to the study and management of individuals hospitalized with health problems which put stress on their regulatory processes. Using the individual as the unit of study, the course focuses on the relationship between internal and external systems. Concepts of secondary prevention are further developed and primary prevention is introduced. The course includes a practicum component.
Prerequisites: Nurs 301, 305.
Corequisite: Nurs 314.
4 Lect Hrs, 15 Lab Hrs
10 Credits

Nurs 305 Health Assessment
Ms Merrow and Staff
The focus of this course is on assessment, the first phase of the nursing process, seen within an organizing framework of systems analysis. The nursing diagnostic statement is emphasized as the basis for the planning of nursing management. Basic processes of health assessment are introduced, as well as interviewing and history taking. Physical examination techniques (inspection, palpation, percussion, auscultation, measurement and instrumentation) are described as extensions of the observation process. The course includes a practicum component.
Prerequisite: See Note 1 above.
Corequisite: Nurs 301.
3 Lect Hrs, 3 Lab Hrs
4 Credits

Nursing

Nurs 314 Pharmacology
Mr Segelman
The course deals with the action of drugs on the body, especially as related to the physiology of disease, and to basic concepts of pharmacology: absorption, distribution, metabolism, excretion, routes of administration, and drug safety. Special emphasis is given to the mechanism of action of particular drugs, to side effects, and to drug interactions. Specific drugs are classified and studied according to their function and according to the system they affect, with particular attention paid to those drugs not commonly used in clinical settings.
Prerequisite: Nurs 201.
Corequisite: Nurs 302.
3 Lect Hrs
3 Credits

Nurs 401 Synthesis of Clinical Practice Concepts I
Ms Portnoy and Staff
This course is designed to facilitate the student's entry into the community health care system. General systems theory provides the framework within which students examine issues related to family and community health concepts. Focusing on the family as the unit of study, the course examines major life crises, both maturational and situational, which affect families. Emphasis is placed on the mobilization of resources within the family and the community to deal with such crises. The course includes a practicum component.
Prerequisites: Nurs 302 and 305.
Corequisite: Nurs 403.
4 Lect Hrs, 18 Lab Hrs
10 Credits

Nurs 402 Synthesis of Clinical Practice Concepts II
Ms Saperstein and Staff
This course is a consolidation of the educational experiences of the nursing major, with comprehensive community health care as the synthesizing concept. Students seek to integrate strategies for all three levels of prevention in working with individuals, families and groups in the community. Emphasis is put on the synthesizing of major nursing practice concepts, systems analysis and consultation theory. Students apply scientific inquiry to an investigative study of a clinical problem. The structure and process of community systems are examined in relation to the health care delivery system. The course includes a practicum component.
Prerequisites: Nurs 401 and 403.
Corequisite: Nurs 404.
4 Lect Hrs, 18 Lab Hrs
10 Credits

Nurs 403 Professional Issues
Ms Lewis, Ms Saperstein
This course focuses on critical analysis of issues confronting the nursing profession. Major emphasis will be placed on the political process, labor/management issues, professionalism, and nursing research.
Prerequisite: Completion of all required 300 level nursing courses or permission of instructor.
Corequisite: Nurs 401.
3 Lect Hrs
3 Credits

Nurs 404 Seminar in Advanced Nursing
Ms Alster, Ms Dumas
This course focuses on application of nursing management principles. Major emphasis will be placed on educational preparation for practice, leadership skills, and clinical decision making.
Prerequisite: Completion of all required 300 level nursing courses or permission of instructor.
Corequisite: Nurs 402.
3 Lect Hrs
3 Credits

Nurs 405 Independent Study
Staff
Students participate in ongoing research or clinical projects, develop a research proposal, or expand and reinforce clinical knowledge and skills through specifically arranged experiences.
Prerequisites: Successful completion of Nursing 300, 301, 305 and approval of the Dean, School of Nursing.
1–3 Credits

Administrative Officers and Faculty

Office of the Dean

Anne K Kibrick, EdD, Dean
Judith A Lewis, PhD, Associate Dean for Academic Affairs
Myron R Segelman, PharmD, Associate Dean for Student Affairs

Faculty

Kristine Alster, BSN, *Illinois Wesleyan University*, MSN, EdD, *Boston University*, Assistant Professor
Donald L Anderson, BS, *Boston University*, MS, University of Lowell, Lecturer
Linda Dumas, BSN, MS, MA, *Boston University*, Assistant Professor
Grayce Garner, BS, MS, *Boston University*, EdD, *Columbia University*, Professor
Sylvia C Gendrop, BS, *St. Anselm's College*, MS, *Boston University*, Associate Professor (on leave, 1985-86)
Laura Glover, BSN, *University of North Carolina*, MS, EdD, *Boston University*, Assistant Professor
Janet P Hafler, BSN, *Barry College*, MEd, *Columbia University*, Lecturer
Mary Hennessey, BS, *State College at Fitchburg*, MS, *Boston College*, Lecturer
Anne K Kibrick, BS, *Boston University*, MA, *Columbia University*, EdD, *Harvard University*, Professor
Judith A Lewis, BS, *Boston University*, MS, *University of California*, PhD, *Brandeis University*, Assistant Professor
Sherry L Merrow, BS, *Cornell University*, MS, *University of California*, EdD, *Northeastern University*, Assistant Professor
Frances L Portnoy, BS, *University of Pennsylvania*, MS, *Boston University*, MA, PhD, *Brandeis University*, Professor
Laurel Radwin, BS, *Northeastern University*, MS, *Boston College*, Lecturer
Jayne E Rogers-Ehle, BSN, *Boston University*, MS, *The Catholic University of America*, Lecturer
Arlyne B Saperstein, BSN, MN, *University of Florida*, Assistant Professor
Myron R. Segelman, BS, MS, *Massachusetts College of Pharmacy*, MS, *Northeastern University*, PharmD, *Creighton University*, Professor
Caroline Stone, BSN, *Worcester State College*, MS, *Boston College*, Lecturer
Claire Wolfram, BS, MS, *Boston College*, Lecturer
Lina Zahr, BSN, *American University of Beirut*, MSN, *Texas Woman's University*, DNSc, *Boston University*, Assistant Professor

Part-Time Clinical Faculty

Jeanne M Cartier, BSN, *Boston State College*, MS, *Medical College of Virginia*, Lecturer
Linda Charnes, BSN, MSN, *University of Florida*, EdD, *Boston University*, Lecturer
Maureen Ellis-Schneider (Ellis), BS, *Boston College*, MS, *Boston University*, Lecturer
Virginia Haviland, BS, *Boston College*, Director, Nursing Learning Lab
Donna Hills, BS, *Western Connecticut State University*, MS, *University of Connecticut*, Lecturer
Addie Johnson, BS, *Boston University*, MEd, *Framingham State College*, Lecturer
Patricia A. Kiladis, BS, *Worcester State College*, MS, *Boston University*, Lecturer
Elise N Kline, BS, MS, *Hunter College*, EdD, *Boston University*, Lecturer
Sheila Levenseler, BS, *Boston University*, MS, *Boston College*, Lecturer
Mary Lewis, BSN, *Boston College*, MSN, *Boston University*, Lecturer/Lab Assistant
Margaret Low, BS, *Fitchburg State College*, MS, *Boston College*, Lecturer
Rita M McCarthy, BS, *St. Anselm's College*, MS, *Boston College*, Lecturer
Mary Mullaney, BS, *Salve Regina College*, MS, *Boston University*, Lecturer
Angela Nannini, BS, *Georgetown University*, MS, *Vanderbilt University*, Lecturer
Ann V Nicholson, BS, *Boston University*, MS, *University of Maryland*, Lecturer
Marjorie S North, BSN, *American University*, MSN, *Catholic University*, Lecturer
Richard S Pope, BSN, *State University of New York*, BS, *Tufts University*, MS, *Boston University*, MS, *University of Oregon*, Lecturer
Beverly D Scannell-Propper, BS, MS, *Boston University*, Lecturer
Charlene Silva, BSN, *Boston State College*, MS, *Boston University*, Lecturer
Marilyn Swartz, BS, *Boston University*, Lecturer
Virginia Walker, BS, MS, *Boston College*, Lecturer
Lucinda Williams, BSN, MSN, *Indiana University*, Lecturer

The Program in Physical Education and Fitness

The Program

Faculty

Gail B Arnold, Assistant Professor and Director; Peter Saitta, Assistant Professor and Associate Director; Professors Carmelo Bazzano, Martha E Cummings, Edith G De Angelis, Marie I Farrell, Myra F Goldman; Associate Professors Jacqueline Haslett, Margaret D Pappalardo, Alfred L Roncarati, William J Squires; Assistant Professors Judith R Borne, Harry R Larsen, James Loscutoff, Gordon M Webb

The Program

The goals of the program are to provide professional preparation in a wide range of specialties to those students who wish to major or minor in physical education/fitness and to provide elective activity and theory courses to all other students in the University.

Students who major in physical education/fitness have an opportunity to select from the eight areas of specialization listed below. Students completing major requirements earn the Bachelor of Science degree.

Sports Medicine/Exercise Science. Students choosing this specialization are equipped with the knowledge and skills necessary for preventing and treating athletic injuries, and for rehabilitation after injuries, in all educational, recreational, and commercial environments. The program meets curriculum requirements for certification by the National Athletic Training Association.

Sport and Fitness Administration. This specialization prepares students for employment in health clubs, YWCAs, YMCAs, and many programs sponsored by business and industry.

Adapted Physical Education/Therapeutic Recreation. Students completing this specialization may find employment in physical education or recreation programs for individuals and groups with special needs.

Recreation/Leisure Studies. This specialization prepares students for employment in the field of recreation and provides options, through interdisciplinary offerings, for students interested in urban planning and environmental studies.

Dance/Performance. This specialization provides the opportunity for students to explore the major areas of theatrical dance performing.

Dance/Teaching (5-12), Teaching Physical Education in the Elementary School (K-9), and *Teaching Physical Education in the Secondary School (5-12).* These three specializations enable students to meet the requirements for teacher certification set forth by the Commonwealth of Massachusetts; they are also approved by NASDTEC (National Association of State Directors of Teacher Education and Certification), so that all graduates are certified in thirty-one states.

The program also offers the five minors listed below.

Coaching
Dance
Exercise/Fitness
Recreation/Leisure Studies
Therapeutic Recreation/Gerontology

Please note: Although a student not enrolled in a physical education/fitness program may elect no more than four skill development courses for credit during his or her college career, the student may continue to elect skill development courses for no credit.

Requirements for Majors

All students majoring in physical education/fitness must complete the following courses: Biol D111, Biol D112, Biol 202, Biol 203; PE 160, PE 221, PE 225 (or PE Dnc 270, in the case of dance/teaching and dance/performance specialists), PE 321, PE 421, PE 425, PE 431, PE Hlt 102.

Additional courses are required according to students' areas of specialization.

Sports Medicine/Exercise Science. Students must complete the following courses (total, 30 credits): Biol 108; PE 210, PE 456, PE 466, PE Ath 200, PE Ath 307, PE Ath 426, PE Ath 436, PE Ath 460. Each student must earn 5 credits by completing skill development courses. PE 164 is required; an advisor must approve the student's choice of additional skill development courses. A course in emergency medical service is recommended.

Sport and Fitness Administration. Students must complete the following courses (total, 30 credits): Biol 108; PE 401, PE 456, PE 460, PE 466; PE Ath 307; PE Rec 281. 6 additional credits (other than credits earned in skill development courses) are required; an advisor must approve the student's choice of courses. Each student must earn 5 credits by completing skill development courses, PE 164 is required; an advisor must approve the student's choice of additional skill development courses.

Adapted Physical Education/Therapeutic Recreation. Students must complete the following courses (total, 30 credits): PE 205, PE 357; PE Rec 251, PE Rec 281, PE Rec 352, PE Rec 481, PE Rec 485. Students must complete either PE Rec 455 or PE Rec 459 (total, 3 credits). Students must complete the following skill development courses (total, 5 credits): PE 161, PE 164, PE 191, PE 192, PE 193; PE Dnc 148, PE Dnc 149.

Recreation and Leisure Studies. Students must complete the following courses (total, 33 credits): PE Rec 251, PE Rec 281, PE Rec 285, PE Rec 381, PE Rec 405, PE Rec 481, PE Rec 485. Students must complete the following skill development courses (total, 5 credits): PE 161, PE 164, PE 165, PE 174, PE 191, PE 193; PE Dnc 148, PE Dnc 149.

Dance/Performance. Students must complete the following courses (total, 18 credits): PE 207, PE 355; PE Dnc 275, PE Dnc 279, PE Dnc 370, PE Dnc 378. Students must complete *two* of the following courses (total, 6 credits): ThrArt 123, ThrArt 223, ThrArt 261, ThrArt 232, ThrArt 355. Students must complete the following skill development courses (total, 11 credits): PE 192; PE Dnc 145, PE Dnc 146, PE Dnc 147, PE Dnc 148, PE Dnc 149, PE Dnc 150, PE Dnc 152, PE Dnc 155, PE Dnc 245, PE Dnc 250, PE Dnc 252.

Dance/Teaching. (5-12) Students must complete the following courses (total, 21 credits): PE 190, PE 207, PE 355; PE Dnc 275, PE Dnc 279, PE Dnc 370, PE Dnc 378. Students must complete *one* of the following courses (total, 3 credits): ThrArt 123, ThrArt 223, ThrArt 261, ThrArt 355. Students must complete the following skill development courses (total, 7 credits): PE 192; PE Dnc 145, PE Dnc 146, PE Dnc 147, PE Dnc 148, PE Dnc 149, PE Dnc 150, PE Dnc 152.

To meet Massachusetts requirements for teacher certification, students must also take the following courses (total, 18 credits): PE 400 or PE 450, Phil E210, and Psych E 241 or Psych E 242.

Physical Education and Fitness

Teaching Physical Education in the Elementary School (K-9). All students must complete the following courses (total, 16 credits): PE 190, PE 207, PE 283, PE 337, PE 338, PE 357. All Students must complete the following skill development courses (total, 14 credits): PE 161, PE 162, PE 163, PE 164, PE 166, PE 171, PE 173, PE 174, PE 175, PE 176, PE 180, PE 181, PE 182, PE 191, PE 192, PE 193, PE 194; PE Dnc 147, PE Dnc 148, PE Dnc 149, PE Dnc 152.

To meet Massachusetts requirements for teacher certification, students must also take the following courses (total, 18 credits): Psych E241, Phil E210, and PE 400 (Student Teaching and Seminar in Physical Education: K-9).

Teaching Physical Education in the Secondary School (5-12). All students must complete the following courses (total, 15 credits): PE 190, PE 283, PE 284, PE 336, PE 337, PE 357; PE Dnc 285. All students must complete the following skill development courses (total, 15 credits): PE 161, PE 162, PE 163, PE 164, PE 165, PE 166, PE 170, PE 171, PE 172, PE 173, PE 174, PE 175, PE 176, PE 180, PE 181, PE 182, PE 183, PE 192, PE 266, PE 275, PE 280, PE 281; PE Dnc 147, PE Dnc 148, PE Dnc 149, PE Dnc 152. *Note:* students must complete team sport courses before enrolling in PE 283, individual sport courses before enrolling in PE 284, and dance courses before enrolling in PE Dnc 285.

To meet Massachusetts requirements for teacher certification, students must also take the following courses (total, 18 credits): Psych E242, Phil E210, and PE 450 (Student Teaching and Seminar in Physical Education: 5-12).

Requirements for Minors

Any UMass/Boston student may minor in physical education/fitness. The areas of study for minors are listed under **Program**, on page 00; a minor must earn 21 credits in appropriate courses. Information about specific requirements for minors is available from the Director of the Physical Education Program.

Elective Skill Development Courses (for Non-Majors)

Code, Number, Title		Credits	Hours/week
PE 101	Badminton	½	2
PE 102	Basketball	½	2
PE 103	Conditioning	½	2
PE 104	Fencing	½	2
PE 106	Football	½	2
PE 107	Golf	½	2
PE 108	Gymnastics	½	2
PE 109	Handball	½	2
PE 110	Lacrosse	½	2
PE 111	Racquetball/Squash	½	2
PE 112	Riflery	½	2
PE 212	Advanced Riflery	½	2
PE 114	Sailing	½	2
PE 115	Self Defense/Personal	½	2
PE 116	Soccer	½	2
PE 117	Softball	½	2
PE 118	Stunts/Tumbling	½	2
PE 119	Swimming	1	2
PE 219	Advanced Life Saving	1	3
PE 220	Water Safety Instructor's Course (Prereq: PE 219)	2	3
PE 122	Beginning Tennis	½	2
PE 222	Advanced Tennis	½	2
PE 124	Volleyball	½	2
PE 125	Wrestling	½	2
PE Dnc 105	Folk/Square Dance Calling	½	2

Skill Development Courses (for Majors)

Code, Number, Title		Credits	Hours/week
PE 160	Aquatics: Theory and Lab	1	3
PE 161	Archery: Theory and Lab	½	3
PE 162	Badminton: Theory and Lab	½	3
PE 163	Basketball: Theory and Lab	½	3
PE 164	Conditioning: Theory and Lab	½	3
PE 165	Fencing: Theory and Lab	½	3
PE 166	Field Hockey I: Theory and Lab	½	3
PE 266	Field Hockey II: Theory and Lab	½	3
PE 170	Golf: Theory and Lab	½	3
PE 171	Gymnastics: Theory and Lab	1	3
PE 172	Lacrosse: Theory and Lab	½	3
PE 173	Recreational Football: Theory and Lab	½	3
PE 174	Recreational Games: Theory and Lab	½	3
PE 175	Soccer I: Theory and Lab	½	3
PE 275	Soccer II: Theory and Lab	½	3
PE 176	Softball: Theory and Lab	½	3
PE 180	Tennis I: Theory and Lab	½	3
PE 280	Tennis II: Theory and Lab	½	3
PE 181	Track/Field I: Theory and Lab	½	3
PE 281	Track/Field II: Theory and Lab	½	3
PE 182	Volleyball: Theory and Lab	½	3
PE 183	Wrestling: Theory and Lab	½	3
PE 191	Introduction to Team Sports for Elementary Physical Education: Theory and Lab	1	3
PE 192	Rhythmic Analysis: Theory and Lab	1	3
PE 193	Introduction to Gymnastics Activities: Theory and Lab	1	3
PE 194	Introduction to Individual Activities: Theory and Lab	1	3
PE Dnc 145	Ballet I: Theory and Lab	1	3
PE Dnc 245	Ballet II: Theory and Lab	1	3
PE Dnc 146	Dance Fitness: Theory and Lab	1	3
PE Dnc 147	Disco/Social Dance: Theory and Lab	1	3
PE Dnc 148	Folk Dance: Theory and Lab	½	3
PE Dnc 149	Square Dance: Theory and Lab	½	3
PE Dnc 150	Jazz I: Theory and Lab	1	3
PE Dnc 250	Jazz II: Theory and Lab	1	3
PE Dnc 152	Modern Dance I: Theory and Lab	1	3
PE Dnc 252	Modern Dance II: Theory and Lab	1	3
PE Dnc 155	Tap Dance: Theory and Lab	1	3

½-credit courses meet for either the first seven weeks or the second seven weeks of the semester.

Physical Education and Fitness

Physical Education Courses

PE 190 Foundations of Physical Education
Ms Cummings
This course offers an overview of physical education and is designed for the student who is interested in pursuing a career in physical education in the schools. A quarter-semester of working with a cooperating practitioner in the schools is a significant part of the course.
2 Lect Hrs, 2 Lab Hrs
3 Credits

PE 204 Officiating Women's Sports
Staff
This course stresses knowledge of the rules of women's sports and the ethics and techniques involved in officiating them. The sports included are basketball, volleyball, softball, field hockey, and track and field.
3 Lect Hrs
3 Credits

PE 205 Physical Activities for the Developmentally Disabled
Ms De Angelis, Ms Farrell
Students in this course consider the characteristics, potentials, and limitations of the developmentally disabled in the physical education curriculum; and study the philosophy, objectives, and guiding principles of programming physical education activities for the developmentally disabled.
3 Lect Hrs
3 Credits

PE 207 Movement Education: An Individualized Approach to Physical Education
Ms Farrell, Ms Haslett
This course is designed to help students understand the basic concepts of movement developed by Rudolf Laban and how these concepts relate to their everyday experiences.
2 Lect Hrs, 2 Lab Hrs
3 Credits

PE 210 Computers in Physical Education and Sport
Ms Goldman
This course is designed to teach programming in BASIC with emphasis on software development in physical education and sport.
2 Lect Hrs, 2 Lab Hrs
3 Credits

PE 221 First Aid and Cardiopulmonary Resuscitation
Ms Borne, Ms Farrell, Mr Roncarati, Mr Webb
Students completing this course fulfill the requirements of the American Red Cross for the Standard First Aid and Safety Certificate and the Basic Life Support Cardiopulmonary Resuscitation Certificate. The course also presents basic techniques in athletic training.
2 Lect Hrs, 1 Lab Hr
2 Credits

PE 225 History and Philosophy of Physical Education
Mr Bazzano, Ms Goldman, Ms Haslett
This course examines the history of physical education from ancient times to the present. It also examines the leading philosophies of education upon which physical education has been based.
3 Lect Hrs
3 Credits

PE 226 Psychological/Social Aspects of Sport
Mr Bazzano
The course analyzes human behavior in various types of sport situations. Psychological and social effects of physical activity will be discussed.
3 Lect Hrs
3 Credits

PE 256 Individual and Group Conditioning
Staff
This course introduces students to the concepts and principles of physical fitness from the fields of exercise physiology and tests and measurements. The course emphasizes the practical application of research to the design of individual physical fitness programs. Students gain an understanding of cardiorespiratory fitness, muscular strength and endurance, body weight and body composition, flexibility and neuromuscular relaxation.
2 Lect Hrs, 2 Lab Hrs
3 Credits

PE 283 Team Sports Practicum
Ms Cummings, Mr Saitta
Students in this course consider the theory and practice of teaching team sports.
2 Lab Hrs
1 Credit

PE 284 Individual Sports Practicum
Ms Arnold, Mr Larsen
Students in this course consider the theory and practice of teaching individual sports.
2 Lab Hrs
1 Credit

PE 301 Physical Education in the Elementary School
Ms Farrell, Ms Haslett, Mr Saitta
Students in this course consider the aims and objectives of instruction in physical education at the elementary school level. The course emphasizes materials and techniques currently used in teaching physical education in kindergarten through grade 9.
2 Lect Hrs, 2 Lab Hrs
3 Credits

PE 321 Physiology of Exercise
Staff
Students in this course are introduced to the physiology of exercise through a review of basic anatomy and physiology considered in relation to physical activity. Students develop a scientific basis for understanding the physiological responses of the human organism to exercise, and consider practical applications of this understanding.
Prerequisites: Biol 202 and 203.
2 Lect Hrs, 2 Lab Hrs
3 Credits

PE 336 Secondary Physical Education: Concepts and Practicum
Ms Cummings, Mr Saitta
This course makes students familiar with the objectives and principles of the teaching of physical education. It involves both attending lectures and practice in classroom teaching.
2 Lect Hrs, 2 Lab Hrs
3 Credits

PE 337 Elementary Physical Education: Concepts and Practicum
Ms Farrell, Mr Saitta
This course examines current methods, materials, and objectives for teaching physical education to pre-school through ninth grade children. The emphasis is on planning lessons and using audio-visual aids. The course involves directed laboratory experience.
2 Lect Hrs, 2 Lab Hrs
3 Credits

PE 338 Procedures for Teaching Dance, Games, and Sports for Children
Ms Farrell, Mr Saitta
This course offers practice in selecting and teaching dance activities, games, and sports for children of elementary school age, and considers the theory involved in doing so.
2 Lect Hrs, 2 Lab Hrs
3 Credits

PE 355 Analysis of Movement Experiences
Ms Haslett
This course concentrates on fundamental skills, progressing from the application, through simple handling of implements and equipment, of Laban's concepts of movement to a comparison of these concepts with kinesiological principles.
Prerequisite: PE 207.
3 Lect Hrs
3 Credits

PE 357 Practicum in Motor Development of Individuals with Learning Disabilities
Ms Farrell, Ms Goldman
Students in this course learn how to plan and implement programs to assist in developing spatial relationships, visual motor coordination, body awareness, motor patterning, perceptual matching, and other related activities affecting learning. Students are given opportunities to observe and to make use of the Standardized Perceptual Motor Test in evaluating disabilities.
2 Lect Hrs, 2 Lab Hrs
3 Credits

Physical Education and Fitness

PE 400 Student Teaching and Seminar in Physical Education in the Elementary School (K-9)
Ms Cummings, Ms Farrell
A laboratory course of a full semester's duration in which the student teaches full-time in a public school. It is the responsibility of each student to fill out an application for student teaching placement by the end of his or her fifth term.
Hrs by arrangement
12 Credits

PE 401 Organization and Administration of Physical Education, Health, and Athletics Programs
Mr Bazzano, Mr Saitta
This course deals with the philosophy, objectives, policies, and problems involved in administering physical education, health, and athletics programs in schools.
3 Lect Hrs
3 Credits

PE 402 Organization and Administration of Intramurals
Mr Saitta
This course explores the historical, philosophical, and theoretical background of intramural sports programs. Students consider organizational procedures and designs, and program administration.
3 Lect Hrs
3 Credits

PE 406 Motor Learning
Mr Bazzano, Ms Goldman
This course analyzes the factors involved in motor skill learning and investigates relationships among perception, cognition, and motor skill learning. The course considers major theories of learning as applied to motor skills.
Prerequisite: Permission of instructor.
3 Lect Hrs
3 Credits

PE 421 Kinesiology
Mr Roncarati
This course introduces students to applied anatomy and to kinesiology. It offers a study of human motion through mechanical analysis. Lectures, laboratories, and demonstrations provide a scientific basis for understanding and applying the kinesiological, anatomical, and mechanical principles of human movement.
3 Lect Hrs
3 Credits

PE 425 Adapted Physical Education
Ms Borne, Ms De Angelis, Mr Roncarati
This course considers various physical disabilities and their implications for physical education. Fieldwork is required.
2 Lect Hrs, 2 Lab Hrs
3 Credits

PE 431 Measurement and Evaluation in Physical Education
Mr Bazzano, Ms Goldman
This course focuses on the development, evaluation, and application of tests in physical education and considers elementary statistical techniques and tools as they apply to physical education today.
2 Lect Hrs, 2 Lab Hrs
3 Credits

PE 450 Student Teaching and Seminar in Physical Education in the Secondary School (5-12)
Ms Cummings, Mr Larsen
A laboratory course of a full semester's duration in which the student teaches in a public school. It is the responsibility of each student to fill out an application for student teaching placement by the end of his or her fifth term.
Hrs by arrangement
12 Credits

PE 456 Fitness Appraisal and Program Designs
Staff
This course focuses upon physical fitness appraisal and exercise prescription. Students will be introduced to sophisticated stress testing equipment and will develop skills in designing fitness programs for all ages.
Prerequisite: PE 321.
2 Lect Hrs, 2 Lab Hrs
3 Credits

PE 460 Directed Fieldwork
Staff
Each student in this course is assigned to an agency, business, hospital, school, or other institution to gain experience. A minimum of 120 hours of fieldwork is involved, as well as a weekly seminar.
1 Lect Hr
6 Credits

PE 466 Exercise Testing and Prescription
Staff
This course increases the student's knowledge of cardiovascular physiology and pathophysiology. The focus is on the development of different cardiovascular assessments through graded exercise protocols. The student develops skills in devising preventive and rehabilitative exercise programs.
Prerequisite: PE 456.
2 Lect Hrs, 2 Lab Hrs
3 Credits

PE 470 Special Topics
Staff
Study of special topics as offered by the department.
Prerequisite: Permission of instructor.
3 Lect Hrs
1-3 Credits

PE 480 Independent Study
Staff
A student may register for independent study only with the permission of the department. The proposed study must be approved by the appropriate departmental committee and supervised by a member of the faculty.
Hrs by arrangement
1-3 Credits

PE 490 Honors in Physical Education
Staff
Students in this course engage in directed study and do independent research, under faculty supervision, on approved projects of interest to them and selected by them. Each student must submit an honors paper at the conclusion of the course.
Prerequisites: Permission of program chairperson and a cumulative average of 3.0 or above.
Hrs by arrangement
3 Credits

PE 498 Cooperative Education program—Physical Education
Staff
This course is open only to physical education majors who meet Cooperative Education/Internship Program eligibility requirements. 6 credits will be awarded for each work period in which a learning contract, supervised by the Physical Education Program, is successfully completed. A maximum of 12 credits may be earned, only 6 of which may be applied toward the major.
Hrs by arrangement
6 Credits

Sports Medicine Courses

PE Ath 200 Organization and Administration of an Athletic Training Program
Staff
A course designed to acquaint the student with the history of athletic training, with the kinds of injuries most often encountered in training, with the qualifications and duties of athletic trainers and with the legal implications involved in this area. The student will develop skills in implementing an athletic training program. Fieldwork in the athletic training room is included.
2 Lect Hrs, 2 Lab Hrs
3 Credits

PE Ath 300 Boston Sports Medicine Institute
Staff
The course content varies but may include: assessing, evaluating, diagnosing and treating sport and dance injuries; rehabilitation concepts using isokinetics; and developing and implementing strength and conditioning programs. This institute is offered in the summer only.
1-3 Credits

Physical Education and Fitness

PE Ath 307 Sports Medicine I
Mr Roncarati
A course designed to acquaint the student with common recreational and sport injuries. Emphasis is placed on the causes of injury, and on basic assessment and immediate treatment of injury.
Prerequisite: PE 221.
2 Lect Hrs, 2 Lab Hrs
3 Credits

PE Ath 426 Sports Medicine II
Mr Roncarati
A course dealing with sport injury. Emphasis is placed upon rehabilitation programs and techniques currently used in the sports medicine field.
Prerequisite: PE Ath 307.
2 Lect Hrs, 2 Lab Hrs
3 Credits

PE Ath 436 Sports Medicine III
Mr Roncarati
A course designed to improve and develop students' skills in the use of therapeutic modalities (e.g., TENS, biofeedback, electrical stimulation, cryotherapy, hydrotherapy).
Prerequisite: PE Ath 426.
2 Lect Hrs, 2 Lab Hrs
3 Credits

PE Ath 460 Directed Field Work
Mr Roncarati
Each student in this course is assigned to an agency, business, hospital, school or other institution to gain experience.
A minimum of 120 hours of field work is involved, as well as a weekly seminar.
1 Lect Hr
6 Credits

Coaching Courses

PE Cch 203 Coaching Women's Team Sports
Staff
This course explores the philosophy, standards, techniques, and strategy of coaching competitive girls' and women's teams in basketball, softball, volleyball, field hockey, soccer, and speedball.
2 Lect Hrs, 2 Lab Hrs
3 Credits

PE Cch 340 Coaching Baseball
Staff
This course explores the theory and practice of baseball in both team and individual play. It studies offensive and defensive strategy as applied under game conditions.
2 Lect Hrs, 2 Lab Hrs
3 Credits

PE Cch 341 Coaching Basketball
Mr Loscutoff, Mr Saitta
This course explores the theory and practice of basketball fundamentals, including individual play and styles of team offense and defense.
Prerequisite: PE 163 or permission of program chairperson.
2 Lect Hrs, 2 Lab Hrs
3 Credits

PE Cch 342 Coaching Track and Field
Mr Squires
This course explores the theory and practice of coaching track and field at all levels of competition.
Prerequisite: PE 181 or permission of program chairperson.
2 Lect Hrs, 2 Lab Hrs
3 Credits

PE Cch 343 Coaching Football
Mr Larsen
This course explores various offensive and defensive systems of football play and studies rules, strategy, coaching methods, conditions, and other aspects of administering football programs.
Prerequisite: PE 173 or permission of program chairperson.
2 Lect Hrs, 2 Lab Hrs
3 Credits

PE Cch 344 Coaching Wrestling
Mr Webb
This course explores the essential techniques of wrestling. It also studies conditioning and the preparation of teams for meets and tournaments.
Prerequisite: PE 183 or permission of program chairperson.
2 Lect Hrs, 2 Lab Hrs
3 Credits

PE Cch 345 Coaching Hockey
Staff
This course explores the theory and practice of ice hockey in both team and individual play. Students consider strategies of team defense and offense appropriate for various situations in competition and master the fundamentals of skating and other skills.
2 Lect Hrs, 2 Lab Hrs
3 Credits

PE Cch 346 Coaching Lacrosse
Mr Webb
This course explores the theory and practice of coaching lacrosse. It studies the fundamental skills and strategies of team offense and defense, individual play, and both in-season and out-of-season preparation.
Prerequisite: PE 172 or permission of program chairperson.
2 Lect Hrs, 2 Lab Hrs
3 Credits

PE Cch 347 Coaching Soccer
Mr Bazzano
Students in this course consider in depth the theory and practice of soccer fundamentals, including individual play and styles of team offense and defense.
Prerequisite: PE 175 or permission of program chairperson.
2 Lect Hrs, 2 Lab hrs
3 Credits

PE Cch 348 Coaching Gymnastics
Ms Pappalardo
This comprehensive course covers the six Olympic events for men and four events for women, as well as trampoline. The construction of routines, conditioning, and the psychology of coaching are also considered, as well as rules for administering AAU, USGP, high school, and college competitions. Students discuss officiating and earn ratings.
Prerequisite: PE 171 or permission of program chairperson.
2 Lect Hrs, 2 Lab Hrs
3 Credits

PE Cch 349 Psychology of Coaching
Mr Squires, Mr Webb
This course presents proven coaching methods and investigates problems inherent in large group competitive environments.
3 Lect Hrs
3 Credits

PE Cch 460 Directed Fieldwork
Staff
Each student in this course is assigned to a school, college, agency or team to gain experience with a knowledgeable coach. A minimum of 60 hours of fieldwork is involved, as well as a weekly seminar.
1 Lect Hr by arrangement
3 Credits

Dance Courses

PE Dnc 270 History of Dance
Ms Haslett, Ms Pappalardo
This course explores the development of dance from earliest times to the present day, and considers current trends influencing choreography. The course gives students a theoretical knowledge of dance to complement their work on physical skills.
3 Lect Hrs
3 Credits

PE Dnc 275 Dance Notation
Ms Pappalardo
An introduction to dance writing. Labanotation and Sutton notation will be presented.
2 Lect Hrs, 2 Lab Hrs
3 Credits

PE Dnc 277 Production of Movement-Related Performances
Ms Pappalardo
This basic course develops the skills needed for staging and producing a variety of movement-related activities.
2 Lect Hrs, 2 Lab Hrs
3 Credits

Physical Education and Fitness

PE Dnc 279 Pedagogy of Dance
Ms Pappalardo
This methods course develops teaching skills in modern dance, ballet, jazz, tap, social, folk, and square dance. It also develops a working knowledge of Labanotation.
2 Lect Hrs, 2 Lab Hrs
3 Credits

PE Dnc 285 Dance Methods and Techniques
Ms Haslett, Ms Pappalardo
Students are introduced to methods and techniques in the teaching of dance.
2 Lab Hrs
1 Credit

PE Dnc 370 Practicum in Dance
Staff
A practical application of dance techniques, choreography, and production skills culminating in a staged dance production.
1 Lect Hr, 2 Lab Hrs
3 Credits

PE Dnc 378 Choreography
Ms Haslett, Ms Pappalardo
In this course experienced dancers develop skills in creating dance compositions.
Prerequisite: Permission of instructor.
2 Lect Hrs, 2 Lab Hrs
3 Credits

Health Courses

PE Hlt 102 Health Science/Fitness
Staff
This course stresses scientific information and the development of health practices that contribute to effective living and personal assessment of fitness.
3 Lect Hrs
3 Credits

PE Hlt 203 Health Problems in the Classroom
Staff
This course considers health problems that adversely affect learning in school-age children and emphasizes the role of the teacher in recognizing and dealing with these problems.
3 Lect Hrs
3 Credits

PE Hlt 306 Current Problems in Health and Physical Education.
Staff
This course offers a topical approach, through readings in current literature, to today's problems in health and physical education.
3 Lect Hrs
3 Credits

PE Hlt 460 Directed Fieldwork
Ms Arnold
Each student in this course is assigned to an agency, business, hospital, school, or other institution to gain experience. A minimum of 60 hours of fieldwork is involved, as well as a weekly seminar.
1 Lect Hr
3 Credits

Recreation Courses

PE Rec 251 Recreation for Special Groups
Ms De Angelis, Ms Farrell
This course introduces students to the philosophy, objectives, and basic concepts of recreational progamming for special groups. The course also emphasizes methods, materials, and leadership techniques for conducting programs for the ill and handicapped, the developmentally disabled, teens, the elderly, the disadvantaged, and other special groups within communities.
3 Lect Hrs
3 Credits

PE Rec 281 Recreation and Leadership
Ms De Angelis, Ms Farrell, Mr Larsen, Mr Saitta
This course acquaints prospective community leaders, camp counselors, and playground leaders with the need in our society for the values to be found in recreation.
3 Lect Hrs
3 Credits

PE Rec 285 Camping Education
Ms De Angelis
This basic course introduces students to camping as an element of educational and recreational programs.
3 Lect Hrs and arranged camping experience
3 Credits

PE Rec 352 Therapeutic Recreation and Gerontology
Ms De Angelis, Ms Farrell
This course is designed to acquaint students in depth with specific impairments and handicapping conditions and their implications for recreation, particularly in a rehabilitative setting. Emphasis is given to the special problems of elderly persons. Field trips and laboratory experiences are provided.
3 Lect Hrs, Lab by arrangement
3 Credits

PE Rec 381 School and Community Recreation
Ms De Angelis, Ms Farrell
This course concentrates on schools as focal points in the provision of comprehensive recreation programs for all ages. Students are given opportunities for observation and field work in recreation programs at recognized "community schools."
3 Lect Hrs, Lab by arrangement
3 Credits

PE Rec 403 Organization, Supervision, and Administration of Recreation in Community Schools
Ms DeAngelis
This course presents methods of planning, organizing, managing, directing, supervising, and evaluating all phases of recreation programs in community schools.
3 Lect Hrs
3 Credits

PE Rec 405 Workshop in Outdoor Education
Ms De Angelis
This course emphasizes the importance of understanding the relationship between human beings and the natural environment. Lectures, field trips, and camping experiences, requiring extended commitments during weekends and spring vacation, are involved; a laboratory fee is charged.
Prerequisite: Permission of program chairperson.
3 Lect Hrs, Lab Hrs by arrangement
6 Credits

PE Rec 455 Physical Education and Recreation for the Developmentally Disabled— Practicum and Seminar
Ms De Angelis
This course is an in-depth study of the problems of developmentally disabled children in physical education and recreation programs. 30 hours of fieldwork are involved.
Prerequisite: PE 205.
3 Lect Hrs
3 Credits

PE Rec 459 Therapeutic Recreation and Gerontology — Practicum and Seminar
Ms De Angelis
Students in this course consider in depth the philosophy, objectives, and basic concepts of therapeutic recreation. The emphasis is on rehabilitative needs and on the team approach within institutions and communities. The course involves 30 hours of field work in recreation and therapy and/or working with the elderly.
Prerequisites: PE Rec 281 and 352.
3 Lect Hrs
3 Credits

PE Rec 481 Organization and Administration of Community Recreation
Ms De Angelis
Students in this course explore the historical, philosophical, and theoretical background of recreation, play, and leisure, and study the planning and management of community recreation programs. Classroom lectures and leadership experiences in the field are included.
Prerequisite: PE Rec 281.
3 Lect Hrs
3 Credits

PE Rec 485 Internship and Seminar in Recreation
Staff
During two eight-week periods, each student in this course gains professional field experience providing full-time service in an approved cooperating recreation agency, outdoor education center, community school, hospital, or rehabilitation center. Students are given opportunities to work in areas appropriate to their career choices.
Prerequisite: Approval of advisor.
1 Lect Hr by arrangement
12 Credits

Administrative Officers and Faculty

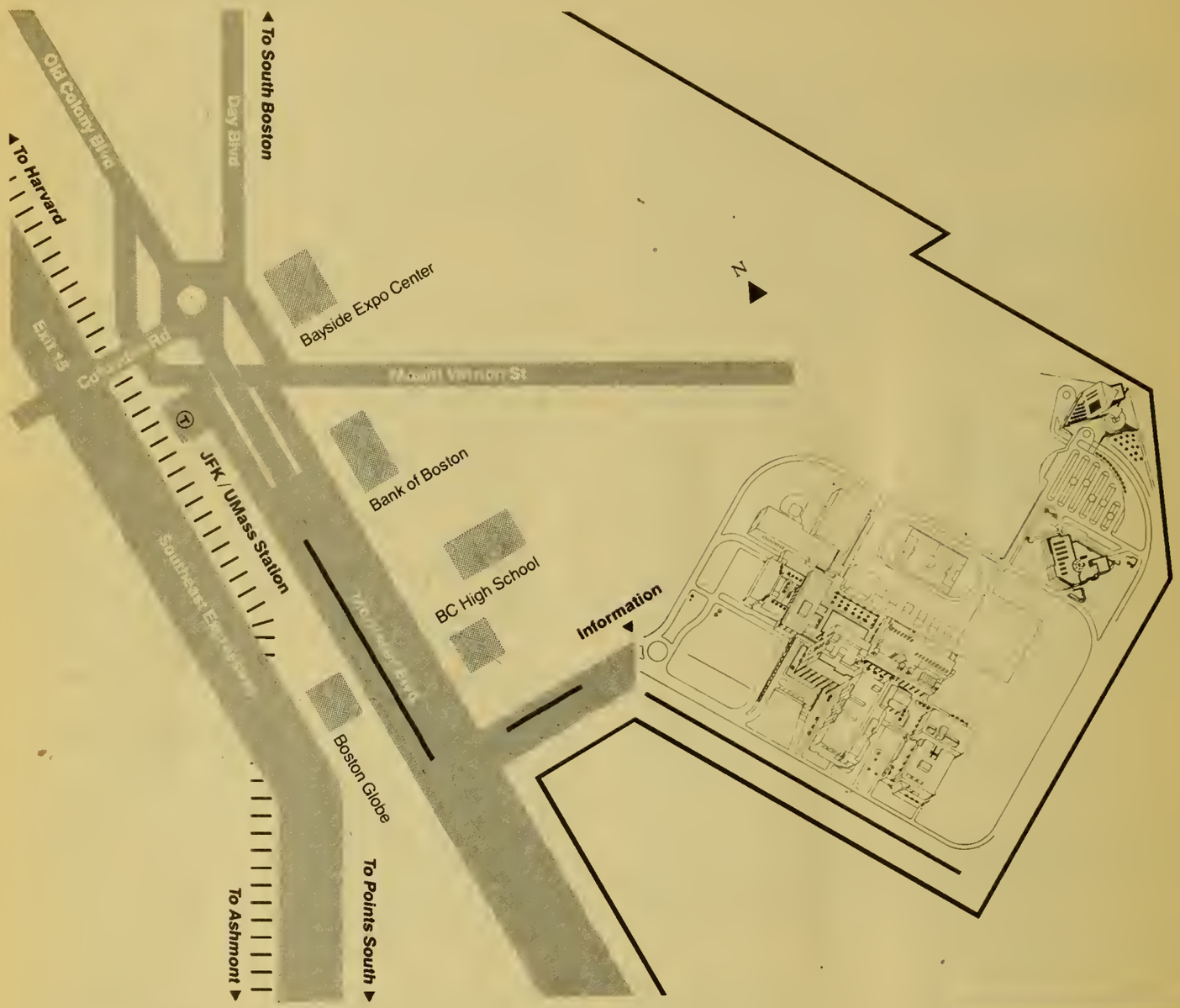
Administrative Officers

Gail B Arnold, MS, Director
Peter A Saitta, EdM, Associate Director

Faculty

Gail B Arnold, BS, *University of New Hampshire,* MS, *University of Massachusetts at Amherst,* Assistant Professor
Carmelo Bazzano, BS, MS, *Springfield College,* EdD, *Boston University,* Professor
Judith R Borne, BS, *State Teachers College at Bridgewater,* EdM, *Boston University,* Assistant Professor
Martha E Cummings, BSEd, *Bridgewater Teachers College,* EdM, EdD, *Boston University,* Professor
Edith G DeAngelis, BS, EdM, EdD, *Boston University,* Professor
Marie I Farrell, BS, EdM, *Boston University,* Professor
Myra F Goldman, BS, *University of Maine,* MS, *Pennsylvania State University,* PhD, *New York University,* Professor
Jacqueline Haslett, BSEd, *Bridgewater State College,* EdM, EdD, *Boston University,* Associate Professor
Harry R Larsen, BS, *University of New Mexico,* EdM, *Boston University,* Assistant Professor
James Loscutoff, BSEd, *Boston University,* Assistant Professor
Margaret D Pappalardo, BS, MS, *Indiana State University,* EdD, *Boston University,* Associate Professor
Alfred L Roncarati, BS, *Springfield College,* MS, *University of Pennsylvania,* MS, *Northeastern University,* EdD, *Boston University,* Associate Professor (on leave, fall 1985)
Peter A Saitta, BS, EdM, *Boston University,* Assistant Professor
William J Squires, BS, *University of Notre Dame,* EdM, *Boston University,* Associate Professor
Gordon M Webb, BS, *University of Massachusetts,* MPH, *University of Florida,* Assistant Professor

Directions to Campuses
Harbor Campus Area



The Harbor Campus

The College of Arts and Sciences, the College of Management, the School of Nursing, the Physical Education Program, and certain Institute for Learning and Teaching programs are located at the Harbor Campus, which is only three miles from downtown Boston and is easily accessible by public or private transportation.

By car from the north or west: Take the Southeast Expressway to exit 15 (JFK Library/South Boston/Dorchester) and follow the University of Massachusetts signs along Columbia Road and Morrissey Boulevard to the campus. By car from the south: Take the Southeast Expressway to exit 14 (JFK Library/Morrissey Boulevard) and follow Morrissey Boulevard northward to the campus. Note: In fall, 1985, exits on the expressway were renumbered. The new exit 15 for southbound drivers is the former exit 17; the new exit 14 for northbound drivers is the former exit 18.

On the MBTA: Take the Red Line Ashmont train to JFK/UMass (formerly Columbia) station. A free shuttlebus will carry you from the "T" parking lot to the campus. MBTA buses following Route 16B also stop at the campus.

Campus parking facilities: Indoor space is available for 1,575 cars.

The Downtown Center

The University's Downtown Center, home of the College of Public and Community Service and certain Institute for Learning and Teaching programs, is at 100 Arlington Street in Park Square, one block from the MBTA Green Line Arlington station. A free shuttlebus service connects the Harbor and the Downtown campuses.

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Note: index entries in **boldface** *type designate:* **departments** *(College of Arts and Sciences, College of Management);* **majors, tracks, programs of study**, *and* **groups of courses** *(College of Arts and Sciences, Institute for Learning and Teaching);* **concentrations** *(College of Management);* **certificate programs** *(College of Public and Community Service);* **areas of specialization** *(Program in Physical Education and Fitness).*

The University's colleges, schools, and programs are abbreviated in this index as follows: CAS (College of Arts and Sciences); CM (College of Management); CPCS (College of Public and Community Service); ILT (Institute for Learning and Teaching); SN (School of Nursing); PE/F (Program in Physical Education and Fitness).

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Office of New Student Information
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